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# *The* NORTH CENTRAL ASSOCIATION QUARTERLY

Official Roster of the Association

The Report of the Secretary

Proceedings of the Commissions

Accredited Institutions of Higher Education

Accredited Institutions Outside N.C.A. Territory

Approved Secondary Schools

The Constitution of the Association

Fifty-seventh Annual Meeting of the Association  
Palmer House, Chicago, March 31-April 4, 1952



# THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges  
and Secondary Schools*

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# THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume XXVI

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1951-52

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ELMER T. PETERSON, Dean, School of Education, State University of Iowa, Iowa City, Iowa

3. *Committee on Experimental Units*

- P. M. BAIL, President, University of Omaha, Omaha, Nebraska (Chairman)  
R. WILL BURNETT, Professor of Science Educa-

tion, College of Education, University of Illinois, Champaign, Illinois

- A. J. DILLEHAY, Assistant Superintendent of Schools, Akron, Ohio  
HAROLD P. FAWCETT, Professor of Education, The Ohio State University, Columbus, Ohio  
LYMAN S. FORT, Superintendent of Schools, Sioux Falls, South Dakota  
WALTER G. GINGERY, Principal, George Washington High School, Indianapolis, Indiana  
BRUCE GUILD, Principal, Iron Mountain High School, Iron Mountain, Michigan  
JOHN HAEFNER, Head of Social Studies, University High School and Assistant Professor of History, State University of Iowa, Iowa City, Iowa

MAURICE L. HARTUNG, Associate Professor of Mathematics and Teacher in the Laboratory Schools, University of Chicago, Chicago, Illinois

J. E. STONECIPHER, Director of Secondary Education, Des Moines Public Schools, Des Moines, Iowa

4. *Committee on Current Educational Problems*

P. M. BAIL, President, University of Omaha, Omaha, Nebraska (Chairman)

a. Subcommittee on Public Relations

- JAMES LEWIS, Superintendent of Schools, Dearborn, Michigan (Chairman)  
W. A. EVANS, Administrative Assistant, Indianapolis Public Schools, Indianapolis, Indiana  
JOHN LOCKE, Director of Public Relations, Cincinnati Public Schools, Cincinnati, Ohio  
CLARENCE MANTOOTH, Director of Public Relations, Tulsa, Oklahoma  
PAUL MISNER, Superintendent of Schools, Glencoe, Illinois

b. Subcommittee on Social Experiences  
and Organizations

- B. L. SHEPHERD, Assistant Superintendent of Secondary Education, Tulsa, Oklahoma (Chairman)  
MARVIN L. BERGE, Assistant Superintendent of Schools, Elgin, Illinois  
WALTER L. COOPER, Principal, Wichita High School East, Wichita, Kansas  
LAWRENCE E. VREDEVOE, Director, Bureau of School Services, University of Michigan, Ann Arbor, Michigan



## REPORT OF THE SECRETARY OF THE ASSOCIATION

FOR SOMETHING more than a decade, it has been my privilege to serve the North Central Association of Colleges and Secondary Schools as its Secretary. Those years have been happy ones. They have also been years weighted with many critical problems. World War II and the years immediately preceding and the years following produced many significant challenges to education. They were years of challenge to this Association to use its influences in bringing about needed changes in our educational philosophy, our methods and techniques of instruction, our curricula at both the secondary and collegiate levels, and our policies and procedures in educational administration. Our member institutions have shown unusual capacity to adjust themselves to each recurring crisis as it has arisen. Our leadership has been conscious of its obligations and has manifested foresight in its every effort to project right solutions to the problems as they have arisen. Your Commission members, your numerous committees, and the Executive Committee itself have labored without ceasing to make this Association an effective agency in carrying out the responsibilities for which it has stood since its first organization in 1895. And what is of the greatest significance is the fact that in all instances it has been for all of us a "labor of love." We would not have it otherwise. We rejoice with you in the privileges we have had to serve together in the cause of education.

For several years your Secretary has reviewed at each Annual Meeting the many accomplishments of this Association. Those accomplishments are no less in evidence today. They are fresh in your own minds as they are in mine. We can all take just pride in what

has been achieved. The years immediately ahead are going to be very significant years—yes, critical years. They will require of the Association an unwavering fidelity to the ideals and purposes underlying our numerous activities. As your President for the coming year, I shall pledge my every effort to continue the fine work of those who have served us so well in times past.

At the annual business meeting held on the closing day, there were a number of actions taken the character of which merit presentation in your Secretary's report. These follow *ad serialim*:

1. The Association gave its approval to a recommendation coming from the Commission on Colleges and Universities which reads as follows:

a. When an institution applied for accreditation it would be asked to submit evidence that it had been engaged in a program of self-evaluation. This evidence would be provided in a comprehensive report prepared by the institution in which it analyzed in detail its operations, their appropriateness to its avowed objectives, the elements of strength and weakness, and the institution's reasons for believing it should be accredited. Where, in the opinion of the institution, certain of the criteria normally employed were not appropriate to its particular situation, it would state its reasons for questioning the criteria. The institution would also provide whatever factual data the Commission, operating through its Secretary, might request.

b. The submission of the institution's report would be followed by the visit of an examining committee, if in the opinion of the Board of Review, the institution's report and the other information provided indicated the likelihood that the institution was ready for accreditation. The examiners would have been provided in advance of the visit with a copy of the institution's report and the other information secured by the Secretary.

c. The examiners would submit a report of their findings based on their appraisal of the institution in terms of the evaluative criteria we employ.

d. The Board of Review would meet with



representatives of the institution and the examining committee to discuss both the institution's report and the examiners' report. Following this meeting the Board of Review would make its recommendation to the Commission.

e. A procedure similar to that outlined in the preceding paragraphs would be followed in those cases where it is necessary to reappraise an institution already holding membership in the Association.

It should be emphasized that this proposal carries no implication of a lowering of the level of institutional quality required for accreditation. The only effect of more active institutional participation on the decision as to whether or not the institution should be accredited would be that the Board of Review and the Commission would have an additional basis for judging institutional quality.

2. The Association gave its approval to the admission to membership of the following institutions of higher learning:

Alverno College, Milwaukee, Wisconsin  
 Bluefield State College, Bluefield, West Virginia  
 Central State Teachers College, Stevens Point, Wisconsin  
 College of Emporia, Emporia, Kansas  
 Kansas City Kansas Junior College, Kansas City, Kansas  
 Mercy College, Detroit, Michigan  
 Moline Community College, Moline, Illinois  
 Oklahoma City University, Oklahoma City, Oklahoma  
 Pueblo Junior College, Pueblo, Colorado  
 State Teachers College, Platteville, Wisconsin

3. Two institutions, Arkansas Polytechnic College of Russellville, Arkansas, and the New Mexico Military Institute of Roswell, New Mexico, heretofore accredited as junior colleges were approved as four-year colleges conferring the baccalaureate degree.

4. Three institutions, Macalester College, St. Paul, Minnesota, Rosary College, River Forest, Illinois, and the Rose Polytechnic Institute, of Terre Haute, Indiana were given approval as institutions offering the Master's degree.

5. The Association approved a recommendation to continue De Paul University of Chicago on the accredited

list for the next two years.

6. Upon the recommendation of the Commission on Secondary Schools, the Association approved the admission to membership of 73 secondary schools. Eight schools were automatically dropped by reason of their voluntary withdrawal from membership and four schools were dropped by reason of failure to meet necessary conditions of membership.

7. It was reported that the current membership of secondary schools stands at 3,156. Of these, 97 schools were given warnings and 573 were advised by reason of minor departures from conditions that must obtain if a school is to be unqualifiedly approved.

8. The reports coming from the Commission on Research and Service are indicative of a very healthy state of affairs. An exceedingly active leadership in this Commission is very much in evidence. The character of its program is shown in various publications emanating from that Commission (Unit Studies) as well as in special reports in *THE QUARTERLY*.

9. A formal proposal for the amendment of Article III, Section 1, of the constitution was unanimously approved. By that action the State of Montana is separated from the North Central Association and becomes a part of the Northwest Association. The request for the change as made by Montana should resolve numerous difficulties that have existed over a period of several years. Our Association bespeaks a very happy relationship for Montana in the Northwest Association in years to come.

10. The Association gave its approval to the recommendation of the Executive Committee that the next Annual Meeting of the Association be held in Chicago at the Palmer House, March 31 to April 4, 1952.

G. W. ROSENLOF



# PROCEEDINGS OF THE COMMISSION ON COLLEGES AND UNIVERSITIES

NORMAN BURNS, *Secretary*

## I. THE REPORT OF THE SECRETARY

THE COMMISSION on Colleges and Universities has long operated on the principle that the emphasis in accrediting should be on qualitative appraisal of institutional achievement rather than on the imposition of arbitrarily conceived quantitative standards. A second principle of accrediting to which most of us would subscribe is that the emphasis in accrediting should be on the stimulation of self-generated and self-conducted programs of institutional study and experimentation looking toward improvement in the educational process rather than on the policing of higher education.

These are good principles. I believe they provide the means by which our agency can contribute to the improvement of higher education. They imply, however, a higher degree of democratization of the accrediting process than, in my judgment, we have so far achieved. Let us examine actual practice in the light of these principles.

The adoption by the Commission on Colleges and Universities a number of years ago of the principle of qualitative evaluation was hailed as a marked improvement in the procedure for accrediting higher institutions. It is true that quantitative measures were still employed, but only those measures were used which were found, through careful scientific study, to discriminate among institutions on the basis of quality. However, one has no assurance that quantitative measures valid at a given time will continue to be valid. On the contrary, there is good reason to believe that the very use of particular measures over a period of time destroys their validity inasmuch as institutions tend to concentrate their

attention on effecting improvement in their standing on these specific items without necessarily strengthening the total program. If quantitative measures are not to become outmoded they must be continually re-evaluated. This we have not done in any systematic fashion.

In putting the qualitative idea of accrediting into practice we also set up a large number of qualitative criteria which cannot be reduced to quantitative terms. Criteria of this kind admittedly and inevitably abandon any pretense of scientific objectivity; they depend on subjective judgment. Under our present accrediting procedures, primary reliance is, of necessity, placed on the judgments of the examiners. Our examiners are persons of high competence who make every effort to eliminate personal bias in carrying out their very difficult assignment. Nevertheless, even persons of high competence and who are free of prejudices will differ in their judgments. The fallibility of human judgment can be a serious matter when the status of an institution in the educational world is at stake.

I have come to hold the view that a democratization of the accrediting process which would permit the institutions being appraised to play an active role in the process is essential if the inevitable errors in judgment are to be minimized. But before developing this statement let us consider the implications of the second of the principles mentioned earlier, that the emphasis in the accrediting process should be on the stimulation of institutional study and experimentation looking toward continuing improvement in



the educational process rather than on the policing of higher education.

I do not think our present practices maximize stimulation and minimize policing to the extent they should. Some of our institutions do, it is true, engage in a program of self-study in anticipation of the visit of the examining committee, but the accrediting process does not provide direct encouragement of this type of activity. Our present procedure is as follows. An institution submits its application for accreditation. If it is the kind of institution which falls within the purview of our Association, its application is accepted and it is asked to provide a large amount of detailed information on schedules provided for that purpose. If it continues with its application, the institution is then visited by an examining committee which checks on the data that have been submitted, gathers additional information, makes its judgments and reports its findings to the Board of Review. The institution has nothing to do but wait for the decision to be handed down. Its part in the process is purely passive.

This procedure is not without its stimulatory aspects. I have been told many times by the officers of applying institutions that the gathering and assembling of the required data was a valuable experience. The institution may profit from whatever comments the examiners make during the course of the inspection. The report of the examiners should be a helpful guide to future action. Nevertheless, what stimulation may be provided is incidental. The major outcome expected of the accrediting process is the determination of the status of the institution, and the process is set up with this end in view. The emphasis is still largely on policing rather than the stimulation of self-improvement.

I made the statement earlier that

the principles of qualitative appraisal and institutional stimulation can be more effectively put into practice only if the accrediting process is democratized. I should like now to consider the ways in which this democratization can be brought about.

Democratization as used here involves a larger measure of institutional participation both in the original formulation and revision of criteria to be employed, and in the operating of the accrediting process itself. In the formulation and revision of criteria we have made very little provision for direct institutional participation. New or revised criteria are first formulated and approved by the Commission, and are then presented to the entire membership for approval before they are put into operation. Such approval is, however, secured in a large general meeting in which there is little opportunity for anything other than *pro forma* acceptance of the Commission's recommendations.

I believe our procedures in this regard would be strengthened if they were revised as follows: new or revised criteria would, as now, be formulated by small group action; after tentative approval of the Commission had been secured the statement of proposed criteria would be distributed among the member institutions with a request for reactions as to their validity when applied to a particular institution; in the event the proposed criteria involved a major change, the way should be open for sectional group meetings, workshops or some other arrangement whereby the tentative criteria could be discussed by institutional representatives. Only after the opportunity for such extended consideration had been provided would the criteria be adopted by the Commission.

Acceptance of the idea of widespread participation in the formulation of



evaluative criteria and establishment of the channels for securing it would encourage the kind of continuing re-appraisal of the criteria which is essential if a static condition is to be avoided and the necessary degree of flexibility in the accrediting process maintained.

As I have pointed out, the institution's role in the accrediting process is, under present procedures, an almost completely passive one. I have expressed certain misgivings as to the way in which the qualitative approach is being put into practice. I have also indicated my doubts that the accrediting process actually emphasizes institutional stimulation toward self-improvement rather than the policing function. I believe that the answer lies in large part in more active participation in the accrediting process on the part of the institution being appraised. With that in mind I should like to suggest the following procedure:

1. When an institution applied for accreditation it would be asked to submit evidence that it had been engaged in a program of self-evaluation. This evidence would be provided in a comprehensive report prepared by the institution in which it analyzed in detail its operations, their appropriateness to its avowed objectives, the elements of strength and weakness, and the institution's reasons for believing it should be accredited. Where, in the opinion of the institution, certain of the criteria normally employed were not appropriate to its particular situation, it would state its reasons for questioning the criteria. The institution would also provide whatever factual data the Commission, operating through its Secretary, might request.

2. The submission of the institution's report would be followed by the visit of an examining committee if, in the opinion of the Board of Review, the

institution's report and the other information provided indicated the likelihood that the institution was ready for accreditation. The examiners would have been provided in advance of the visit with a copy of the institution's report and the other information secured by the Secretary.

3. The examiners would submit a report of their findings based on their appraisal of the institution in terms of the evaluative criteria we employ.

4. The Board of Review would meet with representatives of the institution and the examining committee to discuss both the institution's report and the examiners' report. Following this meeting the Board of Review would make its recommendation to the Commission.

5. A procedure similar to that outlined in the preceding paragraphs would be followed in those cases where it is necessary to re-appraise an institution already holding membership in the Association.

It should be emphasized that this proposal carries no implication of a lowering of the level of institutional quality required for accreditation. The only effect of more active institutional participation on the decision as to whether or not the institution should be accredited would be that the Board of Review and the Commission would have an additional basis for judging institutional quality.

At its meeting just concluded the Commission on Colleges and Universities adopted in principle the foregoing proposal for putting into practice the principle of institutional participation in the accrediting process, and instructed the Secretary to put the plan into operation on an experimental basis. It is our hope that the adoption of this policy may constitute a significant forward step in the accomplishment of our major purpose—the im-



provement of higher education through stimulating institutions to study their programs and experiment with ways of

strengthening them under procedures which would emphasize quality rather than quantity.

## II. THE REPORT OF THE BOARD OF REVIEW AND THE COMMISSION ON COLLEGES AND UNIVERSITIES

The Commission on Colleges and Universities met in Executive Session on March 28 and 29 to consider problems relating to the accreditation of institutions of higher education, to hear the report of the Board of Review, and to act on the recommendations of the Board. This is a report of the actions taken by the Board of Review and the Commission. In accordance with the Constitution of the Association those actions relating to matters of major policy and the accredited status of institutions are submitted to the Executive Committee for approval.

Surveys were made of eighteen higher institutions seeking accreditation by the Association this year. The Commission recommends that ten of these institutions be accredited. They are:

Alverno College, Milwaukee, Wisconsin  
 Bluefield State College, Bluefield, West Virginia  
 Central State Teachers College, Stevens Point, Wisconsin  
 College of Emporia, Emporia, Kansas  
 Kansas City Kansas Junior College, Kansas City, Kansas  
 Mercy College, Detroit, Michigan  
 Moline Community College, Moline, Illinois  
 Oklahoma City University, Oklahoma City, Oklahoma  
 Pueblo Junior College, Pueblo, Colorado  
 State Teachers College, Platteville, Wisconsin

A special comment should be made about the action on Kansas City Kansas Junior College. In the opinion of the Board of Review this institution does not carry on the type of program that should characterize institutions of this type. The local public junior college is coming to be a true community college with a breadth of purposes designed to meet a variety of community

needs. Kansas City Kansas Junior College has not so broadened its purposes. It continues to place major emphasis on meeting the needs of the relatively limited number of youth who will continue their education in a senior college or professional school. The favorable action of the Commission was taken on the basis of satisfactory accomplishment of this limited purpose.

The Commission declines to recommend for accreditation the remaining eight newly applying higher institutions.

Unfavorable action was taken in one case primarily because of recent extension of the already over-extended curricular offerings into two fields of instruction which, if adequately handled, would be costly. This was done despite a very low level of financial support which was reflected in the size and quality of the staff and the condition of the physical plant.

Two institutions were denied accreditation because of failure to date to attain a position of financial stability. In both situations there is promise of more adequate support but until this promise is realized the soundness of the institution and the quality of education that can be carried on in the years ahead are open to serious question.

In another case unfavorable action was taken because of failure to utilize the considerable financial resources available for strengthening of the faculty. Salaries are very low and faculty inbreeding is serious. As a consequence of the lack of understanding as to the characteristics of a strong



educational program, among which a strong faculty is certainly of major importance, the institution is lacking in intellectual vitality.

One institution was refused accreditation because, though it has tried, with limited success, to conform to the criteria set forth in the *Manual*, its conformance has been purely mechanical. The initiative and imagination essential to the building of a good educational institution were not present in this college.

In another instance accreditation was not possible because, despite adequate financial support and backing of the constituency, the college was below an acceptable level in the vital areas of curriculum and instruction and in the library.

In the two remaining cases the educational programs are inadequate in too many important respects to permit favorable action, though in both instances there is promise of improvement in the future.

Two institutions, Arkansas Polytechnic College, Russellville, Arkansas, and New Mexico Military Institute, Roswell, New Mexico, which are now accredited as junior colleges, were surveyed this year because of extension of their programs to the senior college level. The Commission recommends that these institutions be accredited as four-year colleges conferring the bachelor's degree.

Three institutions, Macalester College, St. Paul, Minnesota, Rosary College, River Forest, Illinois, and Rose Polytechnic Institute, Terre Haute, Indiana, which are now accredited as bachelor's degree-granting institutions, were surveyed this year because of extension of their programs to include the offering of the master's degree. The Commission recommends that these institutions be accredited as master's degree-granting institutions.

In the case of one institution which had extended its program to include the offering of the master's degree, the Board of Review and the Commission were not convinced that the institution's work, including the master's program, has as yet reached an acceptable level. The Commission recommends that this institution be continued on the accredited list as a bachelor's degree-granting institution for two years and that another survey be made in the Autumn of 1952. Particular attention will be given in that survey to the graduate program.

One member institution was surveyed this year because low standing on special reports suggested the possibility of general weakness in the institution. The Commission recommends that this institution be continued on the accredited list for two years and that another survey be made in the Autumn of 1952.

The two institutions to which reference has just been made are not named in this report since there is at this time no change in their accredited status.

De Paul University was requested by the Board of Review to file special reports in 1948 because of low standing in comparison with other master's degree-granting institutions on the basis of the 1947-48 Finance Study. These special reports on faculty, library, and finance showed continued low standing, and the Board of Review called for a complete survey of the University in 1949-50. The report of the survey disclosed weaknesses of a serious nature in a number of areas of the institution's program. However, final action was deferred for one year pending the results of a re-survey to be made in the Autumn of 1950. The report of the re-survey indicates that progress has been made in strengthening the institution in the year that has elapsed. However, the Commission



wishes to assure itself that the improvements initiated during the year will be carried forward and that other urgently needed changes will be made in the program of the institution. It therefore recommends that De Paul University be continued on the accredited list for two years and that another survey be made in the Autumn of 1952.

Flat River Junior College, Flat River, Missouri, was requested to file special reports in 1948 because of low standing in the Finance Study of member institutions made in 1947-48. Special reports were again requested in 1949. Because of continued low standing, the Board of Review called for a survey to be made in the Autumn of 1950 on the basis of which a decision as to the accredited status of the institution would be made. The survey disclosed the existence of weaknesses throughout the institution so serious that the Commission finds it necessary to recommend that Flat River Junior College be removed from the list of accredited institutions effective July 1, 1951.

Ouachita College, Arkadelphia, Arkansas, had the guidance of advisory

committees of the North Central Association for a number of years. The advisory committee that visited the institution in 1948 recommended that a complete survey of the institution be made in 1949 on the basis of which a decision would be reached as to the accredited status of the College. The survey was postponed until the Autumn of 1950. The report disclosed critical weaknesses in the areas of faculty, curriculum and instruction, library, and student personnel services. The seriousness of the weaknesses is accentuated by the existence of a program of intercollegiate athletics which drains funds from the other activities of the College. The supporting constituency has recently taken steps to provide the institution with more adequate support than it has had in the past. If the College continues to enjoy this higher level of support, it will be possible to strengthen the program. At the present time, however, conditions at Ouachita College are such that the Commission must recommend that the College be removed from the accredited list effective July 1, 1951.

### III. STATEMENT OF POLICY RELATIVE TO THE ACCREDITING OF INSTITUTIONS OF HIGHER EDUCATION<sup>1</sup>

#### INTRODUCTION

THIS statement of policy defines certain principles that will be followed in accrediting institutions of higher education. It is stated in general terms and includes brief descriptions of those characteristics of an institution that will be examined as a basis of accreditation.

This statement of policy is supplemented by a manual which contains

elaborations of the statements here given and detailed directions for the execution of the policy here set forth. Upon each important issue the *Manual* contains specific directions for the collection of information and such norms and criteria as will make possible a fair and intelligent evaluation of an institution.

#### MEMBERSHIP

The North Central Association of Colleges and Secondary Schools will accredit and admit to membership as an institution of higher education a

<sup>1</sup> At the annual meeting of the Association in April, 1934, this statement of accrediting policy was unanimously adopted by the Association in lieu of the accrediting standards in use up to that time.



university, college, junior college, or institution of similar character that is judged to be of acceptable quality in matters later defined in this statement of principles. In the interpretation of this policy the liberty to integrate the whole or a part of a secondary school with a higher institution will be permitted.

Eligibility for membership will be based upon the character of an institution as a whole, including all the units within its organization. In the case of units, such as professional schools, that fall within the areas of other accrediting agencies, the actions of such accrediting agencies will be taken into account; but the Association does not bind itself to accept the judgment of these agencies.

#### PURPOSES OF ACCREDITING

The purposes of the Association in accrediting higher institutions are as follows:

1. To describe the characteristics of institutions worthy of public recognition as institutions of higher education
2. To guide prospective students in the choice of an institution of higher education that will meet their needs
3. To serve individual institutions as a guide in interinstitutional relationships, such as the transfer of students, the conduct of intercollegiate student activities, the placement of college graduates, and the selection of college faculties
4. To assist secondary schools in the selection of teachers and in advising students as to a choice of institutions, and to promote in any other ways the co-ordination of secondary and higher education
5. To stimulate through its accrediting practices the improvement of higher education in the territory of the North Central Association

#### BASES OF ACCREDITING

An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement

of policy, it is recognized that wide variations will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve. An institution is not held to a set of minimum standards, violation of any one of which jeopardizes its accreditation.

#### ELIGIBLE INSTITUTIONS

To be considered by the Association an institution must be incorporated as a nonprofit corporation devoted primarily to educational purposes and<sup>2</sup> legally authorized to confer collegiate degrees, or to offer a definitely described portion of a curriculum leading to such a degree, or to offer curriculums leading to an academic certificate. As a condition of eligibility an institution must include among its major functions the provision of general education as defined in the *Manual*. An approved institution is not barred from offering curriculums terminating at the end of one, two, or three years if they are taught at the level of collegiate instruction. The curriculum should presuppose the completion of a secondary-school curriculum as a condition for entrance to the institution, or secondary courses should be so integrated with the curriculum of the institution itself as to guarantee the educational progress of students to a definite stage of advancement beyond the completion of the usual secondary-school offering. Before an institution will be considered for accreditation, it must have been in

<sup>2</sup> The words "incorporated as a nonprofit corporation devoted primarily to educational purposes and" were added to the Statement of Policy at the annual meeting of the Association in April, 1937.

operation long enough to make possible an evaluation of its program.

#### INDIVIDUALITY OF INSTITUTIONS

In its accrediting procedures the Association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution. Uniformity in every detail of institutional policies and practices is believed to be not only unnecessary but undesirable. Well-conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged.

#### PUBLISHED LIST OF ACCREDITED INSTITUTIONS

The Association will publish one list of accredited institutions of higher education. Attached to the name of each institution in the list will be notations relative to such objective facts as are pertinent to a description of the characteristics of an institution.

#### CONTINUING REVISION OF POLICY AND PROCEDURES

The effect of this program of accrediting upon the welfare of institutions is the vital matter in its formulation and adoption. Continuous study

leading to adjustment and improvement is accepted as necessary to the full fruitage of the plan and will be considered an integral part of the regular accrediting activities of the Association. It shall be the policy of the Commission to study the operation of the principles given in this statement of policy and of the detailed procedures described in the *Manual*.

In pursuit of this policy there will be collected periodically from member institutions such information as will contribute to the procedures of accrediting and will reveal the changing character of these institutions. It shall be the duty of the Secretary, with the counsel of the Board of Review, to conduct biennially a study in one of the following three areas: (1) faculty competence, (2) library, (3) finance. Other areas may be studied as the Board of Review deems desirable, but furnishing of information for general studies outside the three areas mentioned shall be on a voluntary basis on the part of member institutions. The report forms shall be adapted to characteristics of the several types of institutions represented in the Association, and constructed in the simplest form consistent with usefulness.

#### CRITERIA OF INSTITUTIONAL EXCELLENCE

##### I. PURPOSES AND CLIENTELE

Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not include among its major functions the provision of general education.

Every institution that applies for accreditation will offer a definition of its purposes that will include the following items:



1. A statement of its objectives in general education
2. A statement of the occupational objectives, if any, for which it offers training
3. A statement of its objectives in individual development of students, including health and physical competence

This statement of purposes must be accompanied by a statement of the institution's clientele showing the geographical area, the governmental unit, or the religious groups from which it draws students and from which financial support is derived.

The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

## II. FACULTY

An institution should have a competent faculty, organized for effective service, and working under satisfactory conditions.

In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience in educational work and to their scholarship as evidenced by scholarly publications and contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution. The educational qualifications of faculties in colleges of similar type will be considered in judging the competence of a faculty.

Under faculty organization consideration will be given to the number of the faculty in ratio to the number of students, to representation of the teaching fields, to the training of instructors in their fields of instruction, to group organization of the faculty, to faculty meetings, and to faculty committees.

Under satisfactory working conditions consideration will be given to the following: salary status; tenure; instructional load; recruiting, selection, and appointment; aids to faculty

growth; and provisions for leaves of absence, retirement, insurance, housing, and recreation and community life.

## III. CURRICULUM

The curriculum of an institution should contain the subject-matter offerings implied by its statement of objectives. These offerings will include provisions for general education, advanced courses when the purposes of an institution require such offerings, and special courses appropriate to the specific objectives which the institution claims as among its functions.

The organization of the curriculum should be such as will best serve students of the type whose admission is implied by the declared purposes of the institution. Responsibility for the grouping of curriculum content, as by courses, departments, or divisions, will lie with institutions. The merit of a curriculum organization will be judged primarily by the manner in which it functions.

The curriculum of an institution will be regarded as effective only when the faculty includes instructors competent by reason of educational preparation to offer instruction in announced courses.

The institution should be able to show clearly that the curriculum as described in published statements is effectively administered in the case of individual students and that there is reasonable adherence to stated requirements in the awarding of degrees and certificates of progress.

## IV. INSTRUCTION

An institution will be expected to show a sympathetic concern for the quality of instruction offered students and to give evidence of efforts to make instruction effective. Consideration will be given to the emphasis placed by the institution upon teaching competence in the selection and promotion of teachers, to the manner in which young in-

structors are inducted into teaching activities, to the aids that are provided as stimuli to the growth of individual members of the staff, to the institution's concern for high scholarship in students, to its emphasis upon the adjustment of the curriculum and teaching procedures to the abilities and interests of students, to efforts to make such examinations as are given more reliable and more accurate measures of student accomplishment, and to the alertness of the faculty to the instructional needs of students. Familiarity of the administration and faculty with current discussions of instructional problems at the college level and with recent experimental studies of college problems are further evidences of institutional alertness to the need for good college teaching.

#### V. LIBRARY

The library should provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used.

In estimating the adequacy of the library, attention will be given to the holdings of standard works of general and special reference, to the holdings of magazines and periodicals, and to the number and variety of books. The use of the library by students and by the faculty, library expenditures over a period of years, the salaries of the library staff, the qualifications of the staff, and the administrative practices relating to the library will all be considered in this connection.

#### VI. STUDENT PERSONNEL SERVICE

The policy of an institution in admitting students should be determined, on the one hand, by the purposes of the institution and, on the other, by the abilities, interests, and previous preparation of applicants. An institu-

tion should admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted.

The student personnel service of an institution should assist students to analyze and understand their problems and to adjust themselves to the life and work of the institution.

In evaluating the practices of an institution in the induction of students, attention will be given to the provision for preregistration guidance in cooperation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for introducing new students to the life and work of the institution.

Consideration will be given to the means employed by an institution to assist students in the selection of courses and curriculums, in solving immediate academic problems, in furthering their scholastic development, and in making suitable vocational choices and preparation. Attention will also be given to the practices of an institution in counseling students about their health, their financial affairs, and their intimate personal affairs. The student's relation to extra-curriculum activities will also be studied. The practices of an institution in the provision and control of health services, in the housing and boarding of students, in the management of extra-curriculum activities, in the control of student conduct, and in financial assistance to students will be considered.

#### VII. ADMINISTRATION

The administrative organization should be suitable for accomplishing the objectives of the institution. Ade-



quate provision should be made for the performance of all administrative functions by a personnel competent in their respective lines of activity.

In evaluating the administration of an institution, the emphasis will be placed upon the manner in which the functions are performed rather than upon the organization or the personnel, although the suitability of the organization and the competence of the personnel cannot be ignored. Attention will be given to such matters as the constitution and activities of the board of control; the general system of administrative control; the administration of academic matters, such as curriculum, faculty personnel, and instruction; the business administration, including financial accounting, budgeting, purchasing, the collection of revenues, and the supervision of the finances of student activities; the administration of the physical plant; the management of invested funds, if any; the administration of the student personnel service; the administration of special educational activities, if any, such as summer session or extension services; and the system of records and reports.

#### VIII. FINANCE

The institution should provide evidence of financial resources adequate for and effectively applied to the support of its educational program.

The items of information to be considered in determining the adequacy of the financial support are the expenditure per student for educational purposes,<sup>3</sup> the stability of the financing, as indicated by the amount of income per student from stable sources, and the avoidance of burdensome indebtedness; and the procedures in financial

accounting and reporting. Necessary adjustments will be allowed for contributed services of instructors and administrative officers in Catholic institutions.

#### IX. PHYSICAL PLANT

The physical plant, comprising grounds, buildings, and equipment, should be adequate for the efficient conduct of the educational program and should contribute effectively to the realization of the accepted objectives of the institution.

In judging the plant, consideration will be given to the adequacy and effectiveness of such features as site; general type of buildings; service systems; classrooms, laboratories, and other facilities appropriate to the special purposes of the institution; office facilities; library building; facilities for health service, recreation, and athletics; dormitories; auditoriums; assembly rooms; and the operation and care of the plant.

#### X. INSTITUTIONAL STUDY

An institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made.

Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff making studies, to the methods employed, to the attitude of the administration toward and the support given to such studies, and to the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. They may

<sup>3</sup> A phrase relating to the dependence of an institution upon student fees was deleted from the Statement of Policy at the annual meeting of the Association in April, 1937.

deal with any phase of the work of an institution, such as administration, curriculum, student personnel service, instruction, or any other matter of immediate or remote concern to the institution. An institution will be requested to provide typed or printed copies of completed studies.

#### XI. ATHLETICS

If the institution maintains a program of intercollegiate athletics, the same policies should prevail in regard to faculty, administration, and the

management of students as are in force in connection with the other features of the institution.

In evaluating the athletic program, consideration will be given to the requirements for eligibility for participation; the distribution of scholarships, loan funds, grants of financial aid, and remunerative employment; the methods taken to safeguard the health of participants; the administrative organization; the financial control; and the competence of the staff.

#### IV. OPERATION OF THE ACCREDITING PROCEDURE

##### PROCEDURE TO BE FOLLOWED BY SENIOR INSTITUTIONS APPLYING FOR ACCREDITATION

A SENIOR institution seeking accreditation will initiate negotiations by filing a formal application with the Secretary of the Commission on Colleges and Universities on a blank especially provided for that purpose. This application will supply such information as will enable the Board of Review to decide upon the eligibility of the institution for consideration. The requirements for eligibility to membership in the Association are described in the Statement of Policy.

The application will be examined by the Secretary, who may request additional information upon any of the points if in his judgment such supplementary information is needed. In his discretion, the Secretary may advise the institution to proceed with its application. In that case he will proceed with the collection of such additional data as will be required for a full consideration of the application by the Board of Review, and will make the necessary arrangements for a survey of the institution. When the survey has been arranged, all other information in the possession of the Secretary will be

turned over to the examiners. All the schedules of data will be included with the report of the examiners and filed with the Secretary for his use in presenting the case to the Board of Review.

In case the application indicates such unfavorable conditions in the institution as would likely lead to rejection of the application, the Board of Review may refuse to accept for consideration the application of the institution.

At the time an institution makes application for a survey it will pay a fee fixed by the Board of Review.

It is understood that, after preliminary consideration of this application by the Secretary, the application may be withdrawn by the institution at any time prior to the completion and filing with the Secretary of the regular schedules used by the Association in accrediting and, in case it is withdrawn, that ten dollars (\$10) of the fee will be retained and the balance returned to the institution. In case this application is withdrawn after the regular schedules have been filled out and returned to the Secretary and before the survey of the institution is made, twenty dollars (\$20) of the fee



will be retained and the balance returned to the institution. Neither the whole nor any part of the fee will be returned to an institution after the survey has been completed. Institutions surveyed on occasions other than the time of application will pay a fee fixed by the Board of Review.

PROCEDURE TO BE FOLLOWED BY  
JUNIOR COLLEGES APPLYING FOR  
ACCREDITATION

Junior colleges seeking accreditation will make preliminary application to the General Secretary of the Association rather than to the Secretary of the Commission on Colleges and Universities and, on a form provided for the purpose, will indicate the type of organization and administration under which they operate.

The Secretary of the Association, with the assistance of the Secretary of the Commission on Colleges and Universities and the Secretary of the Commission on Secondary Schools, shall determine whether an institution seeking accreditation operates its program in the college field as a distinct and independent unit or in combination with one or more years in the secondary field. Institutions of the first type shall be classified as Type I; and institutions of the latter type, as Type II.

If an institution is considered to fall into Type I, its application will be forwarded to the Secretary of the Commission on Colleges and Universities, and the procedures of accreditation from this point on will parallel those for senior institutions. If, however, the junior college making application appears to have a program closely integrated with a secondary school or local public school system, information will be collected on special report forms adapted to the peculiarities of this type of school. One member of the examining committee for a Type

II junior college will be named by the Board of Review of the Commission on Colleges and Universities, and one will be named by the Administrative Committee of the Commission on Secondary Schools. The reports and recommendations of examining committees of Type II institutions will be acted upon by the Board of Review and the Administrative Committee in joint session. Institutions accredited under this procedure will be included in the list of member institutions published by the Commission on Colleges and Universities and also in the list of secondary schools published by the Secondary Commission. In its dealings with the Association, however, a Type II junior college shall be regarded as a single unit, and separate reports will not be required for its different levels of instruction.

FUNCTIONS OF THE SECRETARIES

Senior institutions seeking accreditation by the North Central Association will make their initial contacts through the Secretary of the Commission on Colleges and Universities. Junior colleges will make preliminary application to the General Secretary of the Association. Application in each case must be made not later than the first day of October preceding the annual meeting.

Upon acceptance of applications, the Secretary of the Commission on Colleges and Universities will send to senior institutions and to junior colleges classified as Type I appropriate schedules for filing the detailed information necessary for a full consideration for accreditation. The schedules must be completed and returned prior to the fifteenth day of November preceding the annual meeting. The Secretary will assemble these schedules, make such preliminary studies of the information as may be necessary,

and make them available to the examiners appointed to visit each institution.

In the case of Type II junior colleges, the Secretary of the Commission on Colleges and Universities will function in conjunction with the Secretary of the Commission on Secondary Schools, and these officials will jointly arrange for the surveys.

Visits to institutions by the examiners will be scheduled at a sufficiently early date that a preliminary draft of their report may be in the hands of the Secretary of the Commission on Colleges and Universities at least thirty days before the annual meeting of the Association. The Secretary submits this report, together with any other pertinent data which he may have, to the full Board of Review, some days prior to the annual meeting. (In the case of Type II, junior colleges, the report also goes to the Administrative Committee of the Commission on Secondary Schools.) A preliminary draft of the examiners' report, without their recommendation, will be transmitted to the president of the institution concerned sufficiently in advance of the meeting of the Board of Review to permit him to submit such comment as he may deem desirable.

In all matters relating to accreditation, the Secretary of the Commission on Colleges and Universities shall act as the executive officer of the Board of Review and of the Commission, serve as the channel of communication with institutions, prepare the necessary reports to institutions and to the Association, and perform all the usual duties attaching to such an executive officer. At the close of each annual meeting he will prepare for publication a list of accredited institutions in accordance with the procedure outlined in the Statement of Policy.

Many of the procedures of the ac-

crediting policy of the Association will require more or less constant revision as new information becomes available. The Secretary, therefore, will preserve all records accumulating in his office and make them available as the Association, the Commission on Colleges and Universities or the Board of Review may direct for such studies as may be useful in the improvement of the accrediting activities of the Association.

#### FUNCTIONS OF THE BOARD OF REVIEW

The Board of Review is the executive committee of the Commission on Colleges and Universities. It acts upon the application of an institution for accreditation and reports its decisions to the Commission on Colleges and Universities. The action of the Commission is final except that an institution may appeal to the Executive Committee of the Association, which in its discretion may confirm, modify, or reverse the action of the Commission.

In the performance of its functions the Board of Review will receive from the Secretary the formal applications of institutions, authorize surveys, appoint examiners, receive through the Secretary the reports of examiners and such additional information as he may lay before them, give full and impartial consideration to such reports, and take appropriate action thereon.

At the annual meeting the Board of Review will report its actions through the Secretary, to the Commission on Colleges and Universities and to the Executive Committee of the Association for acceptance, rejection, or modification, and later it will report to each applying institution the action taken upon its application. At the close of each annual meeting the Secretary will authorize the list of accredited institutions for publication.



## FUNCTIONS OF THE EXAMINERS

Each institution applying for accreditation will be visited by examiners whose stay shall be long enough to enable them to form an estimate of the character of the institution and to determine the merit of its application. The examining team will include at least one member from an accredited institution of the same general type (e.g., junior college, teachers college, liberal arts college of simple organization, etc.) as the institution being examined. Examiners will be selected in the light of special circumstances that may relate to the local situation. They will be informed on the nature of the institution being examined and on any special aspects involving public relations.

Before visiting an institution, the examiners will make a study of the schedules collected by the Secretary and will note any items that need verification or amplification at the institution. Upon each important issue involved, this *Manual* contains comparative data, examples of practice, or other criteria by means of which the data on the schedules can be evaluated.

The examiner's duties at the institution will be as follows:

1. To check the accuracy with which the schedules have been completed
2. To discuss with administrative officers and with the faculty the implications of the available data and such characteristics of the institution as are not covered in the schedules
3. To gather through conferences with staff members and students such additional facts and impressions as will complete the examiner's knowledge of the quality of the institution
4. To fill in and complete the scorecards used for making the pattern map

When two or more examiners join in the examination of an institution, as will be the customary procedure, they will naturally divide the work of inspection, in order that the time may

be shortened and the work more thoroughly done. This method also provides that two or more competent judgments instead of one will be available for the guidance of the Board of Review.

Experience has shown that time is usually saved and a better understanding of the relations of the administrative officers to one another obtained if the inspectors hold a conference at the beginning of the survey with the president and the chief administrative officers. This meeting may then be followed by the conferences with the individual administrative officers.

## INTERVIEW WITH THE PRESIDENT

The examiner's visit to an institution should be so timed as to meet the convenience of the administration. Ordinarily the first person approached in an institution will be the president. He and his administrative associates should be able to verify, as may be desired, the information given on the schedules, to answer any questions that have arisen in the minds of the examiners when the schedules were examined, to provide such additional information as may be desired, and to indicate what other officers may provide information not available in the president's office.

Some of the particular matters that should be discussed with the head of the institution follow:

1. The purposes of the institution
2. The selection, appointment, and promotion of members of the faculty
3. The records kept by the institution concerning the qualifications and activities of faculty members
4. The quality of the present faculty—the areas in which it is strong or weak
5. The organization of the institution and the administrative units such as schools, colleges, and departments. Particular inquiry should be made as to how essential administrative functions are performed
6. The organization of the faculty, officers,

committees, faculty units, and methods of function in meetings

7. The sources and character of the student body
8. The curriculum of the institution—its character, its adequacy, and its relation to the purposes of the institution
9. Instruction in the institution and methods of its improvement
10. The personnel of the board of trustees
11. The functions performed by the board and its committees
12. The degree to which the board has authority to make final decisions affecting the institution
13. The extent to which interested groups of the constituency influence the affairs of the institution in ways other than through the regularly constituted officials of the institution
14. The relation of the board to its executive officer
15. The type of the administrative organization, both in theory and in actual practice, and the smoothness with which the administrative system operates
16. The adequacy of the number of administrative officers
17. The qualifications of the various subordinate staff members in the administrative offices
18. The financial policies of the institution, particularly as they relate to the increasing development of stable sources of revenue for the support of the academic program
19. The general athletic situation, and its bearing on the instructional and financial program of the institution
20. The plans for the development of the physical plant, including plans with respect to features in which improvements, renovations, or additions are needed
21. The budgetary system, including methods of preparing the budget, the manner in which it is presented to the board for consideration, and the control of budget expenditures
22. The plan for managing invested funds, if any
23. The types of special educational activities maintained, such as summer session and extension activities; the reason for the maintenance of such features; and the policy with respect to their financing
24. The system of reports, including such matters as the president's annual report, the treasurer's annual report, reports of deans and department or division heads
25. Plans for fostering investigation and study of institutional problems
26. Institutional policies and practices in student personnel work

This interview should give the head

of the institution an opportunity to interpret and evaluate the educational quality of his institution. He should express his judgment as to its strengths and weaknesses, its special contribution to the national structure of higher education, its needs, and lines of future growth and improvement.

#### INTERVIEW WITH THE DEAN

Although the functions of college deans vary from one institution to another, they normally relate to the faculty, to the curriculum, to instruction, and to student problems. In the case of a particular institution the examiner will already have some information, and more will have been gained from the interview with the president. In interviewing the dean, an effort should be made to discover the administrative activities of the dean; his relations to students; to the recruiting, appointment, and promotion of the faculty; to the organization, direction, and control of the faculty; to the curriculum and instruction; and also to other administrative officers such as the president, the registrar, the business manager, and other deans. This interview should afford the dean the opportunity to reveal his judgment of the educational quality of his institution, his grasp of significant educational problems, and his awareness of current issues in higher education.

#### INTERVIEW WITH THE REGISTRAR

The chief aim of the interview with the registrar should be to verify and supplement the data submitted on the enrolment schedules and to secure such additional information regarding entrance requirements and practices, methods of registration, guidance, and enrolment as he may provide.

The registrar should give a clear explanation of his own activities and his relation to the activities of other



officers such as the president, deans, business manager, and the members of the faculty. His authority and his relation to students should be clearly reported.

The examiner should examine the records of the registrar's office relating to admission, examinations, and student marks. Inquiry should be made as to the methods employed to report the progress of students to the faculty, to parents, and to the student himself.

#### INTERVIEW WITH BUSINESS OFFICERS

The major officer (or officers, if there are more than one) in charge of business and financial affairs should be interviewed for the purpose of verifying information regarding the financial position of the institution and obtaining information regarding the methods of conducting business affairs. The degree to which business affairs are centralized should be ascertained. The system of financial accounting should be examined to determine whether it conforms to accepted practices and whether the financial data reported are reasonably comparable with those obtained from other institutions. The system of budgetary control, the procedures used in purchasing supplies, and the plans for the collection of institutional revenue should be studied. The extent to which adequate supervision is exercised over the finances of student activities should be investigated. The plans for handling invested funds, the custody of securities, the policies relating to investments, and the distribution of investments among various types of holdings should be discussed with the proper officer. The administrative organization for the care and operation of the physical plant should be studied. The reports previously submitted with respect to such items as income, expenditure, and indebtedness should be tested by a

check of original records or audits, in order to insure that all items have been properly interpreted and correctly reported.

#### INTERVIEW WITH THE LIBRARIAN

The interview with the librarian should have three purposes:

1. To obtain his account of the manner in which records previously submitted to the Secretary's office were prepared
2. To secure his account of the library's relation to the general administration
3. To learn of the interest taken in the library by the instructional staff as a whole and with such reference to individual departments as he may consider important

The holdings of the library should be examined by a sampling procedure to ascertain the extent to which the distribution of holdings reflects the purposes of the institution, the curriculum offerings, and the enrolment by subjects and fields. Examinations should be made of such routines as are established for the recording of information concerning student use of the library and of particular parts of the collection. It is important that the librarian be asked to state uses to which such records are put wherever their use is not obvious.

#### INTERVIEWS WITH STUDENT PERSONNEL OFFICERS

Included in the group of personnel officers are such individuals as the dean of men, dean of women, director of the health service, nurse, placement officer, matrons of dormitories, and the coaching staff. In consultations with these various individuals the statement of duties and administrative relationships as reported on the schedules should be verified and the attitude toward students and student problems should be determined.

Inquiry should be made relative to procedures employed in counseling students. This will be done by ascertaining

from student deans and others connected with personnel work the kinds of student problems evident at the institution and the methods used to aid students in dealing with them. The effectiveness of these procedures and of the institutional agencies for student guidance of extra-curriculum activities, scholarships, loan funds, and health and placement service should be studied.

As a further basis for evaluation, the records which are kept of students' personal histories, of extra-curriculum activities, of scholarship funds, of loan funds, and of the health and placement service should be examined.

#### INTERVIEWS WITH STAFF MEMBERS

From the data provided in the various schedules, from suggestions direct and indirect, and from the president and deans a number of staff members should be selected for interview. At times, the examiner may meet small groups; at other times, individual interviews may be more desirable.

In staff interviews, the fundamental matters for discussion are: students, curriculum, library, and instruction, although sidelights upon the administration and the tone of the institution will frequently be secured. Appropriate inquiries may be made concerning the organization of the curriculum, the need for expansion or restriction, the methods of handling students, the selection of students, the means of improving instruction, the library, and similar matters. These interviews should reveal the degree to which the faculty is aware of current trends in higher education, of the advent of new methods of student management, of the reorganization of curriculums, of the changing emphasis upon examination practices and the need for their improvement, and of the contribution of experimental studies to educational

improvement. In particular, they should reveal the instructor's familiarity with teaching development in his own subject.

#### INTERVIEWS WITH STUDENTS

It is advisable to consult different students relative to various aspects of the institution. These conferences should be made as informal as possible during visits to fraternity and sorority houses, dormitories, the library, or other places that afford opportunities for informal contacts.

#### EXAMINATION OF PLANT AND INSTRUCTIONAL FACILITIES

Inspection will be made of the physical plant, including buildings, grounds, and equipment.

#### REPORT OF EXAMINERS

Following the survey of an institution, the examiners will file the completed schedules, scorecards, and a written report with the Secretary. This report should be based upon the schedules submitted by the institution and the additional information secured during the inspectional visit. It should express the judgment of the examiners upon the educational quality of an institution and should contain a definite recommendation as to whether the application of the institution should be approved or declined. A clear statement of the grounds for the recommendation should be given.

It is not intended that the examiner's judgment will be determined wholly by the factual data available. It is his function to evaluate these data as accurately as possible, but in his inspectional contacts he will gather numerous impressions of existing conditions of a less objective and less tangible character that have a bearing upon the character of the institution. In the light of his total knowledge and im-



pression of the institution, it will be his duty to form a judgment of the competence of the institution as an agency for the higher education of youth. It is this composite judgment of the educational competence of an institution rather than the meticulous conformity to detailed criteria that should be the basis of the recommendation to the Board of Review.

#### INSTITUTIONAL PATTERN

With the abolition of standards reliance devolves upon the evaluation of an institution as a whole. To make this policy effective, it is necessary to secure accurate information concerning all institutional characteristics which contribute significantly to the character of the institution as a whole.

#### THE PATTERN MAP

As a means of convenient visual representation of the status of an institution a pattern map will be prepared. This map will be divided horizontally into a number of sections each dealing with the various phases investigated such as: purposes, faculty, curriculum, instruction, library, student personnel service, administration, finance, physical plant, institutional study, and athletics. Under each of the main headings appropriate subheadings will be provided corresponding to the criteria that are noted in this *Manual*. For each criterion an appropriate vertical scale will be provided that will permit the representation of the relative standing of the institution on that point. A line connecting the points and indicating the standing of the institution on each item will provide a pattern map that will afford a ready visualization of the general condition of the institution as well as an indication of the particular points upon which the institution exhibits unusual strength or weakness.

For the construction of a pattern map for an individual institution there will be provided comparative data for each section considered. On each item a percentile distribution will be available that will permit the location of the institution with reference to a representative group of other institutions on the item concerned. This percentile position for each item will be plotted on the pattern map. The line joining such points provides the general picture of the institutional status. An average performance is indicated by the fiftieth percentile point. The best performance obtained from any institution is the one hundredth percentile, and the poorest performance on each item is the zero percentile.

The use of the pattern map in the accrediting of an individual institution makes possible a flexible procedure. Each of the institutional characteristics for which measures are provided is in itself positively related to educational quality in an institution. The map exhibits the particular excellences and weaknesses of the institution and makes possible a judgment in which all these characteristics are taken into consideration.

It should be pointed out that scales for the different items are not to be thought of as scales of absolute measure. They are based upon the data at hand and represent the best approximation to real values which is now possible, but the scales reflect only the relative status within the group of institutions for which data are now available. As more data become available, the scales will be corrected at many points. In order to make this device usable over a period of years, it is necessary that data be continuously assembled and that, as institutions improve, the scales be frequently readjusted.

As a part of the report made to the

Board of Review on each institution considered for accreditation, a pattern map will be presented in accordance with the specifications outlines in this section. The Board of Review shall have power from time to time, as conditions warrant, to change the items entering into the pattern map or otherwise to alter it in the interest of improving the plan of evaluating institutions. The files of data accumulated in the Secretary's office shall be used in establishing percentile distributions serving as normative data to determine the position of specific institutions on each item.

#### INDIVIDUALITY OF INSTITUTIONS

The section on individuality of institutions in the Statement of Policy does not imply that all differences are important or that all variations in institutional pattern and activity are justified. Many superficial differences have no significance in determining the educational quality of an institution. These will be disregarded in accrediting. Other departures from general practice may really detract from the educational services of an institution and justify the Association in withholding recognition. There are, however, many variations among colleges that appear to be educationally sound; it shall be the policy of the Association to foster and encourage variations of this type.

A brief statement of the areas in which such variations may occur is given here. Many of the implications of this section will be developed in the subsequent treatment of the procedures to be employed in passing judgment upon an institution. The general statements made here will be useful chiefly in suggesting the need for caution in applying general policies of accrediting to individual institutions.

#### DIFFERENCE OF PURPOSE

Higher education has many and diverse purposes. In some cases an institution will limit itself to a single purpose or to a limited group of purposes. Colleges of engineering, medical schools and teachers colleges are illustrations. Accrediting methods should protect an institution in its unique purposes and encourage it to be the best possible school of its type. So long as a school adheres to a limited purpose, it should not be under pressure to become a different type of school. The expansion or modification of its curriculum, for instance, should be determined by the needs of the particular type of education to which it is committed. A change in the major purposes of an institution will constitute grounds for a re-evaluation of the institution in terms of its modified purposes.

#### DIFFERENCES IN STUDENT ABILITIES

Over a period of years institutions tend to attract students of a particular type. This tendency is illustrated by uniformity in the intellectual level of entering Freshmen. In this respect wide differences prevail among institutions. Overlappings are common, but central tendencies are fairly distinct, and it is evident that a given institution may minister to a body of young people who, because of differences in intellectual powers, would be out of place in certain other institutions. It is not desirable that accrediting procedures should attempt to reduce all colleges to a common intellectual standard—for instance, by fixing a minimal score on an examination as an essential condition for entrance or graduation.

The Association may legitimately expect an institution to produce evidence that the significant characteristics of its student group are known to those responsible for administration and instruction and that reasonable efforts



are made to adjust the activities to the needs of the particular body of students which the institution admits. An institution, however, should not be under pressure to select a particular type of student body, except in so far as the unique purposes of the institution may require students of a particular type.

#### DIFFERENCES IN CURRICULUM AND INSTRUCTION

Inasmuch as the curriculum is merely the means by which an institution seeks to accomplish certain purposes, it is clear that curriculums cannot be the same for all institutions if purposes vary. It is legitimate to inquire whether a curriculum is consonant with announced purposes, whether it is taught by qualified instructors, and whether it is adequately supported financially and by laboratory and library facilities. Beyond such basic matters as these the institution should be free to select the content and procedures of instruction. Intimate with curriculum and instruction are standards of student achievement. The matter of such standards should remain clearly within the jurisdiction of individual institutions. What the Association will insist upon is sincerity of performance, honesty and fairness with students, and the absence of pretense that the institution is competent to perform certain functions which it is not.

#### DIFFERENCES IN ADMINISTRATION

Variations from the usual plans of institutional organization and administration may be justified in many cases. The competence of the administrative personnel is important, and inquiry may be made as to whether all the essential administrative functions are performed economically and in such a way as to facilitate educational pur-

poses. Such inquiry should not operate to impose a standardized plan of administrative organization that will be exactly the same for every institution. Initiative in arranging the details of administrative organizations should reside with those responsible for the conduct of the institution, although suggestions may be offered regarding plans that at present seem to be operating most effectively.

#### OTHER VARIATIONS

The foregoing enumeration of the areas in which the individuality of an institution should be protected is not inclusive but illustrative. Other important variations may occur in student personnel service, in the amount and sources of support, in plant, in extra-curriculum activities, and in many other matters. The crucial question concerning any such variation is: Does it further the achievement of the purposes of the institution; does it detract from such achievement; or is it merely negligible? Unless there is clear evidence that variations are harmful to the declared educational purposes of an institution, they will not be regarded unfavorably by the Association.

#### ENCOURAGEMENT OF VARIATION

In matters so intimately related to life as education should be, it is of the utmost importance that institutions be kept fluid and adaptable. The constant and continuous effort to improve its work through well-conceived and carefully directed educational experiments is a powerful instrument in keeping an educational institution alert and its work vital. For this reason the Association looks upon efforts at educational experiment as an evidence of vitality in an institution. In fact, it might well feel concerned if, over a period of time, no such efforts were in evidence in an accredited institution. Attention may

properly be called to the qualification noted in this *Manual* that experiments of merit must be "well-conceived and carefully directed." The attempt merely to do something new may be deplorable, indeed, rather than meri-

torious. Opportunity will be given for each institution to set forth any unique features or practices which, in its judgment, should be protected in accrediting.

V. LIST OF ACCREDITED INSTITUTIONS OF HIGHER EDUCATION  
EFFECTIVE JULY 1, 1951, TO JUNE 30, 1952

*Explanation of dates.*—The dates listed are dates of membership. The first accredited list was published in 1913; no institution was accredited prior to that time.

A dash connecting two dates indicates continuous accreditation during the period specified, e.g., 1915–1919 means continuous accreditation from 1915 to 1919 inclusive. A date followed by a dash indicates continuous accreditation to and including the current year.

A semicolon indicates that the institution was on the list for the year or years specified but that it was not on the list for the following year, unless the next entry shows a change of classification for the latter years. For example, Iowa State Teachers College, at Cedar Falls, was on the first list of accredited teacher-training institutions published by the Association in 1913 and was continuously accredited to and including 1916; it was not on the list issued in 1917 but was restored in 1918 and was accredited continuously

to and including 1929 as a teacher-training institution, as indicated in the footnote. It was transferred to the list of colleges and universities in 1930.

*Designation of extent of program.*—The symbol (M) or (D) after the name of an institution indicates that the institution offers a graduate program leading to the Master's or Doctor's degree, respectively. The accreditation of the institution includes its graduate work. Those institutions which are listed neither as junior colleges nor as having graduate programs are Bachelor's degree-granting institutions.

*Policy relating to highly specialized institutions.*—In March, 1950, the Association took the following action: only higher institutions in which general education, as defined in the *Revised Manual of Accrediting*, is a major function will be permitted to hold membership in the Association. This policy was effective immediately in the case of institutions applying for accreditation.

<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
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ARIZONA

Colleges and Universities

Arizona State College.....	Flagstaff.....	L. A. Eastburn.....	1930–
Arizona State College at Tempe (M).....	Tempe.....	Grady Gammage.....	1931–
University of Arizona (D).....	Tucson.....	James Byron Mc- Cormick.....	1917–

Junior Colleges

Phoenix College.....	Phoenix.....	E. W. Montgomery.....	1928–
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<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
<b>ARKANSAS</b>			
<b>Colleges and Universities</b>			
Agricultural, Mechanical and Normal College.....	Pine Bluff.....	Lawrence A. Davis.....	1950-
Arkansas Agricultural and Mechanical College.....	College Heights, Monticello.....	Horace E. Thompson....	1928-1938;* 1940-
Arkansas Polytechnic College.....	Russellville.....	J. W. Hull.....	1930-1950;* 1951-
Arkansas State College.....	State College.....	Carl R. Reng.....	1928-1932;* 1933-
Arkansas State Teachers College..	Conway.....	Nolen M. Irby.....	1931-
College of the Ozarks.....	Clarksville.....	Fred A. Walker.....	1931-1934; 1950-
Henderson State Teachers College..	Arkadelphia.....	D. D. McBrien.....	1934-
Hendrix College.....	Conway.....	Matt L. Ellis.....	1924-
Philander Smith College.....	Little Rock.....	M. LaFayette Harris....	1949-
University of Arkansas (M).....	Fayetteville.....	Lewis Webster Jones....	1924-

**Junior Colleges**

Little Rock Junior College.....	Little Rock.....	Granville D. Davis.....	1929-
Southern State College <sup>1</sup> .....	Magnolia.....	Dolph Camp.....	1929-

**COLORADO****Colleges and Universities**

Adams State College of Colorado..	Alamosa.....	N. William Newsom....	1950-
Colorado Agricultural and Mechanical College (M).....	Fort Collins.....	W. E. Morgan.....	1925-
Colorado College (M).....	Colorado Springs.....	William H. Gill.....	1915-
Colorado State College of Education (D).....	Greeley.....	William R. Ross.....	1916-1927;† 1928-
Loretto Heights College.....	Loretto.....	Frances Marie.....	1926-
University of Colorado (D).....	Boulder.....	Robert L. Stearns.....	1913-
University of Denver (D).....	Denver.....	Albert C. Jacobs, Chancellor.....	1914-
Western State College of Colorado (M).....	Gunnison.....	P. P. Mickelson.....	1915-1928;† 1929-

**Junior Colleges**

Colorado Woman's College.....	Denver 7.....	Val H. Wilson.....	1932-
Pueblo Junior College.....	Pueblo.....	Marvin C. Knudson....	1951-

**ILLINOIS****Colleges and Universities**

<i>Art Institute of Chicago</i> (see School of the)			
Augustana College.....	Rock Island.....	Conrad Bergendoff....	1913-
Aurora College.....	Aurora.....	Theodore Pierson Stephens.....	1938-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

<sup>1</sup> Prior to 1951, accredited under the name of State Agricultural and Mechanical College.

<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
Barat College of the Sacred Heart..	Lake Forest.....	Margaret Reilly.....	1943-
Blackburn College.....	Carlinville.....	Robert P. Ludlum.....	1918; 1931-1949;* 1950-
Bradley University (D).....	Peoria 5.....	David Blair Owen.....	1913-1923;* 1924-
Carthage College.....	Carthage.....	Morris Wee.....	1916-
Chicago Musical College (D).....	Chicago 5.....	Rudolph Ganz.....	1936-
Chicago Teachers College (M).....	Chicago 21.....	Raymond M. Cook, Dean.....	1941-
College of St. Francis.....	Joliet.....	Mary Aniceta.....	1938-
Concordia Teachers College.....	River Forest.....	Arthur Klinck.....	1950-
De Paul University (M).....	Chicago 14.....	Comerford J. O'Mal- ley, C.M.....	1925-
Eastern Illinois State College.....	Charleston.....	Robert G. Buzzard.....	1915-1927;† 1928-
Elmhurst College.....	Elmhurst.....	Henry W. Dinkmeyer...	1924-1933;* 1934-
George Williams College (M).....	Chicago 15.....	Harold C. Coffman.....	1934-1938;* 1939-
Greenville College.....	Greenville.....	H. J. Long.....	1948-
Illinois College.....	Jacksonville.....	H. Gary Hudson.....	1913-
Illinois Institute of Technology <sup>2</sup> (D).....	Chicago 16.....	Henry T. Heald.....	1941-
Illinois State Normal University (M).....	Normal.....	R. W. Fairchild.....	1913-1928;† 1929; 1930;† 1931-
Illinois Wesleyan University (M).....	Bloomington.....	Merrill J. Holmes.....	1916-
James Millikin University (M).....	Decatur.....	J. Walter Malone.....	1914-
Knox College.....	Galesburg.....	Sharvy G. Umbeck.....	1913-
Lake Forest College.....	Lake Forest.....	Ernest A. Johnson.....	1913-
Loyola University <sup>3</sup> (D).....	Chicago 26.....	James T. Hussey, S.J....	1921-
MacMurray College <sup>4</sup> (M).....	Jacksonville.....	C. P. McClelland.....	1913-
Monmouth College.....	Monmouth.....	James Harper Grier.....	1913-
Mundelein College.....	Chicago 40.....	Mary Josephine, B.V.M.....	1940-
National College of Education....	Evanston.....	K. Richard Johnson....	1946-
North Central College <sup>5</sup> .....	Naperville.....	C. Harve Geiger.....	1914-
Northern Baptist Theological Seminary (D).....	Chicago 12.....	Charles W. Koller.....	1947-
Northern Illinois State Teachers College.....	DeKalb.....	Leslie A. Holmes.....	1915-1930;† 1931-
Northwestern University (D).....	Evanston and Chicago..	J. Roscoe Miller.....	1913-
Principia College of Liberal Arts <sup>6</sup> ...	Elsah.....	Frederic E. Morgan.....	1923-1936;* 1937-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

<sup>2</sup> Merger of Armour Institute of Technology, accredited since 1916, and Lewis Institute, accredited from 1913-1917 as a junior college and from that date on as a four-year institution.

<sup>3</sup> Prior to 1925 the College of Arts and Sciences of Loyola University was accredited under the name of St. Ignatius College.

<sup>4</sup> Prior to 1930, accredited under the name of Illinois Woman's College.

<sup>5</sup> Prior to 1927, accredited under the name of North-Western College.

<sup>6</sup> Located at St. Louis, Missouri, until March 1, 1935.



<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
Rockford College (M).....	Rockford.....	Mary Ashby Cheek.....	1913-
Roosevelt College of Chicago.....	Chicago 5.....	Edward J. Sparling.....	1946-
Rosary College <sup>7</sup> (M).....	River Forest.....	M. Timothea, O.P.....	1919-
St. Francis Xavier College for Women.....	Chicago 15.....	Mary Huberta, R.S.M..	1937-
School of the Art Institute of Chicago (M).....	Chicago 3.....	Hubert Ropp, Dean....	1936-
Southern Illinois University (M)...	Carbondale.....	Delyte W. Morris.....	1913-1930;† 1931-
University of Chicago (D).....	Chicago 37.....	Lawrence A. Kimpton, Chancellor.....	1913-
University of Illinois (D).....	Urbana.....	George D. Stoddard....	1913-
Western Illinois State College (M)...	Macomb.....	Frank A. Beu.....	1913-1927;† 1928-
Wheaton College (M).....	Wheaton.....	V. Raymond Edman....	1913; 1916-
<b>Junior Colleges</b>			
<i>Frances Shimer College (see Shimer College)</i>			
Herzl Junior College.....	Chicago 23.....	James M. McCallister, Dean.....	1941-
Joliet Junior College.....	Joliet.....	Hugh S. Bonar, Supt....	1917-
La Salle-Peru-Oglesby Junior College.....	La Salle.....	F. H. Dolan, Director...	1920-
Lincoln College.....	Lincoln.....	Raymond Dooley.....	1929-
Lyons Township Junior College....	LaGrange.....	George S. Olsen, Supt.- Prin.....	1932-
Moline Community College.....	Moline.....	Gerald W. Smith, Director.....	1951-
Monticello College.....	Godfrey.....	John R. Young.....	1917-
Morton Junior College.....	Cicero 50.....	W. P. MacLean.....	1927-
North Park College and Theologi- cal Seminary.....	Chicago 25.....	Clarence A. Nelson....	1926-
St. Bede Junior College.....	Peru.....	Lawrence Vohs, O.S.B...	1949-
Shimer College.....	Mount Carroll.....	A. J. Brumbaugh.....	1920-
Springfield Junior College.....	Springfield.....	M. Carmelita Mosley, O.S.U.....	1933-
Thornton Junior College.....	Harvey.....	James L. Beck, Dean....	1933-
Wilson Junior College.....	Chicago 21.....	O. S. Williams, Dean....	1941-
Wright Junior College.....	Chicago 34.....	Peter Masiko, Jr., Dean.	1941-

## INDIANA

### Colleges and Universities

Anderson College and Theological Seminary.....	Anderson.....	John A. Morrison.....	1946-
Ball State Teachers College (D)***.....	Muncie.....	John R. Emens.....	1925-1929;† 1930-
Butler University (M).....	Indianapolis 7.....	M. O. Ross.....	1915-1929; 1931-
DePauw University (M).....	Greencastle.....	Russel J. Humbert.....	1915-
Earlham College (M).....	Richmond.....	Thomas E. Jones.....	1915-

† Accredited as a teacher-training institution for the first dates listed.

\*\*\* Doctor's degree offered in cooperation with Indiana University.

<sup>7</sup> Prior to 1923 Rosary College was known as St. Clare College and was located at Sinsinawa, Wisconsin.

<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
Evansville College.....	Evansville 4.....	Lincoln B. Hale.....	1931-
Franklin College of Indiana.....	Franklin.....	Harold W. Richardson..	1915-
Goshen College.....	Goshen.....	Ernest E. Miller.....	1941-
Hanover College.....	Hanover.....	Albert G. Parker, Jr....	1915-
Indiana Central College.....	Indianapolis 27.....	I. Lynd Esch.....	1947-
Indiana State Teachers College (D)***.....	Terre Haute.....	Ralph N. Tirey.....	1915-1929;† 1930-
Indiana University (D).....	Bloomington.....	Herman B. Wells.....	1913-
Manchester College.....	North Manchester.....	V. F. Schwalm.....	1932-
Purdue University (D).....	Lafayette.....	Frederick L. Hovde.....	1913-
Rose Polytechnic Institute (M)....	Terre Haute.....	Ford L. Wilkinson, Jr..	1916-
St. Joseph's College.....	Collegeville.....	Raphael H. Gross, C.P.P.S.....	1932-1948;* 1950-
St. Mary-of-the-Woods College...	St. Mary-of-the-Woods..	Marie Helene.....	1919-
St. Mary's College (D).....	Notre Dame.....	Mary Madeleva, C.S.C..	1922-
Taylor University.....	Upland.....		1947-
University of Notre Dame (D)....	Notre Dame.....	John J. Cavanaugh, C.S.C.....	1913-
Valparaiso University.....	Valparaiso.....	O. P. Kretzmann.....	1929-
Wabash College.....	Crawfordsville.....	Frank Hugh Sparks....	1913-

## IOWA

## Colleges and Universities

Briar Cliff College.....	Sioux City 17.....	Jean Marie, O.S.F.....	1945-
Central College.....	Pella.....	G. T. Vander Lugt.....	1942-
Clarke College <sup>8</sup> .....	Dubuque.....	Mary Anne Leone, B.V.M.....	1918-
Coe College.....	Cedar Rapids.....	Edgar C. Cumings.....	1913-
Cornell College.....	Mount Vernon.....	Russell D. Cole.....	1913-
Drake University (M).....	Des Moines 11.....	Henry G. Harmon.....	1913-
Grinnell College.....	Grinnell.....	Samuel N. Stevens....	1913-
Iowa State College (D).....	Ames.....	Charles E. Friley.....	1916-
Iowa State Teachers College.....	Cedar Falls.....	J. W. Maucker.....	1913-1916;† 1918-1929;† 1930-
Iowa Wesleyan College.....	Mount Pleasant.....	J. Raymond Chadwick..	1916-1929; 1933-
Loras College <sup>9</sup> .....	Dubuque.....	Sylvester D. Luby.....	1917-
Luther College.....	Decorah.....	J. W. Ylvisaker.....	1915-
Marycrest College (see St. Ambrose College)			
Morningside College.....	Sioux City 20.....	Earl A. Roadman.....	1913-
Parsons College.....	Fairfield.....	Tom E. Shearer.....	1913-1948; 1950-
St. Ambrose College (including Marycrest College).....	Davenport.....	Ambrose J. Burke.....	1927-
Simpson College.....	Indianola.....	Edwin Edgar Voigt....	1913-
State University of Iowa (D).....	Iowa City.....	Virgil M. Hancher.....	1913-
University of Dubuque.....	Dubuque.....	Rollo La Porte.....	1921-1935; 1939-
Upper Iowa University.....	Fayette.....	V. T. Smith.....	1913; 1922- 1927; 1951-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

\*\*\* Doctor's degree offered in cooperation with Indiana University.

<sup>8</sup> Prior to 1928, accredited under the name of Mount St. Joseph College.<sup>9</sup> From 1921 to 1938, accredited under the name of Columbia College.



<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
Wartburg College.....	Waverly.....	C. H. Becker.....	1948-
<b>Junior Colleges</b>			
Graceland College.....	Lamoni.....	Edmund J. Gleazer, Jr....	1920-
Mason City Junior College.....	Mason City.....	C. H. Beem, Dean.....	1919-
Mount Mercy Junior College.....	Cedar Rapids.....	Mary Ildephonse Holland.....	1932-1936;** 1949-
Mount St. Clare College.....	Clinton.....	Mary Regis Cleary.....	1950-
Ottumwa Heights College <sup>10</sup> .....	Ottumwa.....	Marie Ancille Kennedy, Dean.....	1928-
Waldorf College (four-year junior college).....	Forest City.....	Sidney A. Rand.....	1948-

## KANSAS

### Colleges and Universities

Baker University.....	Baldwin.....	Nelson P. Horn.....	1913-
Bethany College.....	Lindsborg.....	Emory Lindquist.....	1932-
Bethel College.....	North Newton.....	Ed. G. Kaufman.....	1938-
College of Emporia.....	Emporia.....	Paul B. McCleave.....	1913-1942; 1951-
Fort Hays Kansas State College <sup>11</sup> (M).....	Hays.....	M. C. Cunningham.....	1915-1929; 1930-
Friends University.....	Wichita 12.....	S. A. Watson.....	1915-1927; 1928-1939; 1951-
Kansas State College of Agricul- ture and Applied Science (D)....	Manhattan.....	James A. McCain.....	1916-
Kansas State Teachers College (M) .	Emporia.....	David L. MacFarlane...	1915-1927;† 1928-
Kansas State Teachers College (M) .	Pittsburg.....	Rees H. Hughes.....	1915-1929;† 1930-
McPherson College.....	McPherson.....	Desmond W. Bittinger..	1921-1926; 1940-
Marymount College.....	Salina.....	Mary Chrysostom Wynn.....	1932-
Mount St. Scholastica College....	Atchison.....	Lucy Dooley, O.S.B....	1934-
Ottawa University.....	Ottawa.....	Andrew B. Martin.....	1914-
St. Benedict's College.....	Atchison.....	Cuthbert McDonald, O.S.B.....	1927-
St. Mary College.....	Xavier.....	Arthur M. Murphy.....	1928-1933;* 1934-
Southwestern College.....	Winfield.....	Alvin W. Murray.....	1918-1930; 1932-
University of Kansas (D).....	Lawrence.....	Franklin D. Murphy, Chancellor.....	1913-
University of Wichita (M).....	Wichita 14.....	Harry F. Corbin.....	1927-1932; 1934-
Washburn Municipal University <sup>12</sup> ..	Topeka.....	Bryan S. Stoffer.....	1913-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

\*\* Withdrew voluntarily.

<sup>10</sup> Prior to 1930, accredited under the name of St. Joseph's Junior College.

<sup>11</sup> Prior to 1932, accredited under the name of Kansas State Teachers College of Hays.

<sup>12</sup> Prior to 1941, accredited under the name of Washburn College.

<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
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**Junior Colleges**

Kansas City Kansas Junior College.....	Kansas City 2.....	J. F. Wellemeyer, Dean.....	1951-
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**MICHIGAN****Colleges and Universities**

Albion College (M).....	Albion.....	W. W. Whitehouse.....	1915-1921; 1923-
Alma College.....	Alma.....	John Stanley Harker....	1916-
Aquinas College.....	Grand Rapids 6.....	Arthur F. Bukowski....	1946-
Calvin College.....	Grand Rapids 6.....	Henry Schultze.....	1930-
Central Michigan College of Education <sup>13</sup> .....	Mount Pleasant.....	Charles L. Anspach.....	1915-1921;† 1923-1927;† 1928-
Emmanuel Missionary College.....	Berrien Springs.....	Percy W. Christian.....	1922-1936;* 1939-
Hillsdale College.....	Hillsdale.....	Harvey L. Turner.....	1915; 1919-
Hope College.....	Holland.....	Irwin J. Lubbers.....	1915-1921; 1923-
Kalamazoo College (M).....	Kalamazoo.....	John Scott Everton....	1915-
Marygrove College <sup>14</sup> .....	Detroit 21.....	M. Honora.....	1926-
Mercy College.....	Detroit 19.....	Mary Patricia, R.S.M..	1951-
Michigan College of Mining and Technology (M).....	Houghton.....	Grover C. Dillman.....	1928-
Michigan State College (D).....	East Lansing.....	John A. Hannah.....	1915-1921; 1923-
Michigan State Normal College....	Ypsilanti.....	Eugene B. Elliott.....	1915-1927;† 1928-
Nazareth College.....	Nazareth.....	Mary Kevin, S.S.J.....	1940-
Northern Michigan College of Education <sup>15</sup> .....	Marquette.....	H. A. Tape.....	1916-1928;† 1929-
<i>St. Mary's College</i> (see Marygrove)			
Siena Heights College.....	Adrian.....	Mary Gerald, O.P.....	1913-
University of Detroit (M).....	Detroit 21.....	Celestin J. Steiner, S.J..	1931-1933; 1935-
University of Michigan (D).....	Ann Arbor.....	Harlan H. Hatcher.....	1913-
Wayne University <sup>16</sup> (D).....	Detroit 1.....	David D. Henry.....	1915-1924;* 1925-
Western Michigan College of Education <sup>17</sup> .....	Kalamazoo.....	Paul V. Sangren.....	1915-1927;† 1928-

**Junior Colleges**

Bay City Junior College.....	Bay City.....	Eric J. Bradner, Dean...	1927-
Dearborn Junior College.....	Dearborn.....	Fred K. Eshleman, Dean.....	1949-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

<sup>13</sup> Prior to 1941, accredited under the name of Michigan Central State Teachers College.

<sup>14</sup> Prior to 1927 Marygrove College was located at Monroe, Michigan. It was formerly known as St. Mary's College.

<sup>15</sup> Prior to 1941, accredited under the name of Michigan Northern State Teachers College.

<sup>16</sup> Prior to 1934 the liberal arts college of Wayne University was accredited under the name of the College of the City of Detroit.

<sup>17</sup> Prior to 1941, accredited under the name of Michigan Western State Teachers College.



<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
Flint Junior College.....	Flint 3.....	W. Fred Totten.....	1925-
Gogebic Junior College.....	Ironwood.....	R. D. Chadwick, Dean..	1949-
Grand Rapids Junior College.....	Grand Rapids 3.....	Arthur Andrews.....	1917-
Highland Park Junior College.....	Highland Park 3.....	Grant O. Withey, Dean..	1921-
Jackson Junior College.....	Jackson.....	W. N. Atkinson, Dean..	1933-
Muskegon Junior College.....	Muskegon.....	A. G. Umbreit, Director.	1929-
Port Huron Junior College.....	Port Huron.....	John H. McKenzie, Dean.....	1930-

## MINNESOTA

### Colleges and Universities

Bemidji State Teachers College....	Bemidji.....	C. R. Sattgast.....	1943-
Carleton College.....	Northfield.....	Laurence M. Gould.....	1913-
College of St. Benedict.....	St. Joseph.....	Richarda Peters.....	1933-
College of St. Catherine.....	St. Paul 1.....	Antonine O'Brien.....	1916-
College of St. Scholastica.....	Duluth 2.....	Athanasius Braegelman.	1931-
College of St. Teresa.....	Winona.....	M. Rachael Dady.....	1917-
College of St. Thomas.....	St. Paul 1.....	Vincent J. Flynn.....	1916-
Concordia College.....	Moorhead.....	J. N. Brown.....	1927-
Gustavus Adolphus College.....	St. Peter.....	Edgar M. Carlson.....	1915-
Hamline University (M).....	St. Paul 4.....	Hurst R. Anderson.....	1914-1932; 1934-
Macalester College (M).....	St. Paul 5.....	Charles J. Turck.....	1913; 1915-
Mankato State Teachers College...	Mankato.....	C. L. Crawford.....	1916-1924;† 1940-
Moorhead State Teachers College..	Moorhead.....	O. W. Snarr.....	1948-
St. Cloud State Teachers College..	St. Cloud.....	John William Headley...	1947-
St. John's University.....	Collegeville.....	Baldwin Dworschak, O.S.B.....	1950-
St. Mary's College.....	Winona.....	J. Ambrose, F.S.C.....	1934-1936;* 1937-
St. Olaf College.....	Northfield.....	Clements M. Granskou..	1915-
St. Paul Seminary (M).....	St. Paul 1.....	R. G. Bandas, Rector..	1946-
University of Minnesota (D).....	Minneapolis 14.....	James L. Morrill.....	1913-
Winona State Teachers College....	Winona.....	Nels Minné.....	1913;† 1916-1929;† 1940-

### Junior Colleges

Eveleth Junior College.....	Eveleth.....	E. T. Carlstedt, Dean...	1931-
Hibbing Junior College.....	Hibbing.....	S. A. Patchin, Dean....	1922-
Virginia Junior College.....	Virginia.....	Floyd B. Moe, Dean....	1925-

## MISSOURI

### Colleges and Universities

Central College.....	Fayette.....	Ralph L. Woodward....	1913; 1915-
Central Missouri State College (M).	Warrensburg.....	George W. Diemer.....	1915-1927;† 1928-
College of St. Teresa.....	Kansas City 2.....	Marietta Jennings, C.S.J.....	1946-
Culver-Stockton College.....	Canton.....	Leslie Edward Ziegler...	1924-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
Drury College.....	Springfield 2.....	James Franklin Findlay.....	1915-
Fontbonne College.....	St. Louis 5.....	Mary Marcella Casey, C.S.J.....	1948-
<i>Harriet Beecher Stowe Teachers College (see Stowe)</i>			
Harris Teachers College.....	St. Louis 12.....	Charles A. Naylor.....	1924-1932;† 1933-
Lincoln University (M).....	Jefferson City.....	Sherman D. Scruggs.....	1926-1933;† 1934-
Lindenwood College.....	St. Charles.....	F. L. McCluer.....	1918; 1921,* 1922-
Maryville College.....	St. Louis 18.....	Marie Odéide Mouton.....	1941-
Missouri Valley College.....	Marshall.....	M. Earle Collins.....	1916-
Northeast Missouri State Teach- ers College (M).....	Kirksville.....	Walter H. Ryle.....	1914-1927;† 1928-
Northwest Missouri State College..	Maryville.....	J. W. Jones.....	1921-1927;† 1928-
Park College.....	Parkville.....	J. L. Zwingle.....	1913-
Rockhurst College.....	Kansas City 4.....	Maurice E. Van Ackeren, S.J.....	1934-1938,* 1939-
St. Louis University (D).....	St. Louis 3.....	Paul C. Reinert, S.J.....	1916-
Southeast Missouri State College..	Cape Girardeau.....	W. W. Parker.....	1915-1927;† 1928-
Southwest Missouri State College..	Springfield 4.....	Roy Ellis.....	1915-1927;† 1928-
Stowe Teachers College.....	St. Louis 13.....	Ruth M. Harris.....	1949-
Tarkio College.....	Tarkio.....	J. R. Jenison, Acting Pres.....	1922-1926; 1928-
University of Kansas City (M)....	Kansas City 4.....	Clarence R. Decker.....	1938-
University of Missouri (D).....	Columbia and Rolla....	Frederick A. Middlebush.....	1913-
Washington University (D).....	St. Louis 5.....	Arthur Holly Compton, Chancellor.....	1913-
Webster College.....	Webster Groves 19.....	Mariella Collins.....	1925-
Westminster College.....	Fulton.....	William W. Hall, Jr.....	1913; 1916-
William Jewell College.....	Liberty.....	Walter Pope Binns.....	1915-
<b>Junior Colleges</b>			
Christian College.....	Columbia.....	J. C. Miller.....	1918; 1923-
Cottey College.....	Nevada.....	Blanche H. Dow.....	1941-
Jefferson City Junior College (four-year junior college).....	Jefferson City.....	A. L. Crow, Supt.....	1948-
Joplin Junior College.....	Joplin.....	Roi S. Wood.....	1949-
Junior College of Kansas City....	Kansas City 2.....	A. M. Swanson, Dean.....	1918-
Kemper Military School.....	Boonville.....	Frederick Marston, Dean.....	1927-
St. Joseph Junior College.....	St. Joseph 10.....	Nelle Blum, Dean.....	1919-1921; 1923-
Stephens College.....	Columbia.....	Homer P. Rainey.....	1918-
Wentworth Military Academy....	Lexington.....	J. M. Sellers.....	1930-
William Woods College.....	Fulton.....	Tilford T. Swearingen....	1919-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.



<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
<b>NEBRASKA</b>			
<b>Colleges and Universities</b>			
Creighton University (M).....	Omaha 2.....	C. M. Reinert, S.J.....	1916-
Doane College.....	Crete.....	David L. Crawford.....	1913-
Duchesne College.....	Omaha 3.....	Mary M. Downey.....	1937-1938;* 1939-
Hastings College.....	Hastings.....	William Marshall French.....	1916-
Midland College.....	Fremont.....	W. P. Hieronymus.....	1947-
Nebraska State Teachers College...	Chadron.....	Wiley G. Brooks.....	1915-1921;† 1923-1932;† 1933-
Nebraska State Teachers College... Kearney.....		Herbert L. Cushing.....	1916-1932;† 1933-
Nebraska State Teachers College... Peru.....		Neal S. Gomon, Acting Pres.....	1915-1932;† 1933-
Nebraska State Teachers College... Wayne.....		Victor P. Morey.....	1917-1932;† 1933-
Nebraska Wesleyan University....	Lincoln 4.....	Carl C. Bracy, Chancellor.....	1914-
Union College.....	Lincoln 6.....	Harvey C. Hartman.....	1923-1936;* 1937-
University of Nebraska (D).....	Lincoln 8.....	R. G. Gustavson, Chancellor.....	1913-
University of Omaha (M).....	Omaha 1.....	Milo Bail.....	1939-

**NEW MEXICO****Colleges and Universities**

Eastern New Mexico University...	Portales.....	Floyd D. Golden.....	1947-
New Mexico College of Agriculture and Mechanic Arts (M)....	State College.....	J. W. Branson.....	1926-1939; 1941-
New Mexico Highlands University (M).....	Las Vegas.....	Edward Eyring.....	1926-1931;† 1937-
New Mexico Institute of Mining and Technology <sup>18</sup> (M).....	Socorro.....	E. J. Workman.....	1949-
New Mexico Military Institute....	Roswell.....	Hugh M. Milton, II....	1938-1950;* 1951-
New Mexico Western College <sup>19</sup> ....	Silver City.....	H. W. James.....	1926-1931;† 1931-1933; 1942-
University of New Mexico (D)....	Albuquerque.....	Tom L. Popejoy.....	1922-

**NORTH DAKOTA****Colleges and Universities**

Jamestown College.....	Jamestown.....	Samuel S. George.....	1920-
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\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

<sup>18</sup> Prior to 1951, accredited under the name of New Mexico School of Mines.

<sup>19</sup> Prior to 1950, accredited under the name of New Mexico State Teachers College.

<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
North Dakota Agricultural College (M).....	Fargo.....	Fred S. Hultz.....	1915-1937; 1939-
State Teachers College.....	Dickinson.....	Charles E. Scott.....	1928-1934;†
State Teachers College.....	Minot.....	C. C. Swain.....	1949-
State Teachers College.....	Valley City.....	R. L. Lokken.....	1947-
University of North Dakota (D)...	Grand Forks.....	John C. West.....	1915-1934;† 1950-
			1913-

## OHIO

## Colleges and Universities

Antioch College.....	Yellow Springs.....	Douglas McGregor.....	1927-
Ashland College (M).....	Ashland.....	Glenn L. Clayton.....	1930-1933; 1938-
Baldwin-Wallace College.....	Berea.....	John L. Knight.....	1913; 1915-
Bowling Green State University (M).....	Bowling Green.....	Ralph W. McDonald... (After Sept. 1)	1916-1931;† 1932-
Capital University.....	Columbus 9.....	Harold L. Yochum.....	1921-
Case Institute of Technology (D)...	Cleveland 6.....	Elmer Hutchisson, Acting Pres.....	1913-
Central State College <sup>20</sup> .....	Wilberforce.....	Charles H. Wesley.....	1949-
College of Mount St. Joseph-on- the-Ohio.....	Mount St. Joseph.....	Mary Zoe.....	1932-
College of St. Mary of the Springs...	Columbus 3.....	M. Angelita, O. P.....	1934-
College of Wooster.....	Wooster.....	Howard F. Lowry.....	1915-
Denison University.....	Granville.....	A. Blair Knapp (After Sept. 1).....	1913-
Fenn College.....	Cleveland 15.....	Edward Hodnett.....	1940-
Heidelberg College.....	Tiffin 4.....	Terry Wickham.....	1913-
Hiram College.....	Hiram.....	Paul H. Fall.....	1914-
John Carroll University (M).....	Cleveland 18.....	Frederick E. Welfle, S.J..	1922-
Kent State University (M).....	Kent.....	George A. Bowman.....	1915-1932;† 1933-
Kenyon College.....	Gambier.....	Gordon K. Chalmers...	1913-1932;** 1938-
Lake Erie College.....	Painesville.....	Paul S. Weaver.....	1913-
Marietta College.....	Marietta.....	W. Bay Irvine.....	1913-
Mary Manse College.....	Toledo 10.....	Vincent de Paul Kaley..	1933-
Miami University (M).....	Oxford.....	Ernest H. Hahne.....	1913-
Mount Union College.....	Alliance.....	Charles B. Ketcham...	1913-
Muskingum College.....	New Concord.....	Robert N. Montgomery.	1919-
Notre Dame College.....	South Euclid 21.....	Mary Anselm Langen- derfer, S.N.D.....	1931-
Oberlin College (M).....	Oberlin.....	William Edwards Stevenson.....	1913-
Ohio State University (D).....	Columbus 10.....	Howard L. Bevis.....	1913-
Ohio University (M).....	Athens.....	John Calhoun Baker...	1913-
Ohio Wesleyan University (M)....	Delaware.....	Arthur S. Flemming...	1913-
Otterbein College.....	Westerville.....	J. Gordon Howard.....	1913-

† Accredited as a teacher-training institution for the first dates listed.

\*\* Withdrew voluntarily.

<sup>20</sup> Prior to 1951, accredited under the name of the College of Education and Industrial Arts.



<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
University of Akron (M).....	Akron 4.....	H. E. Simmons.....	1914-
University of Cincinnati (D).....	Cincinnati 21.....	Raymond Walters.....	1913-
University of Dayton.....	Dayton 9.....	George J. Renneker.....	1928-
University of Toledo (M).....	Toledo 6.....	Asa S. Knowles.....	1922-
Ursuline College for Women.....	Cleveland 6.....	M. Celestine Ahearn.....	1931-
Western College for Women.....	Oxford.....	Edmund H. Kase, Jr.....	1913-
Western Reserve University (D)...	Cleveland 6.....	John S. Millis.....	1913-
Wilmington College.....	Wilmington.....	Samuel D. Marble.....	1944-
Wittenberg College.....	Springfield.....	Clarence C. Stoughton.....	1916-
Xavier University <sup>21</sup> (M).....	Cincinnati 7.....	James F. Maguire, S.J.....	1925-1933; 1935-
Youngstown College.....	Youngstown 2.....	Howard W. Jones.....	1945-

## OKLAHOMA

### Colleges and Universities

Central State College.....	Edmond.....	W. Max Chambers.....	1947-
East Central State College.....	Ada.....	Charles F. Spencer.....	1947-
Langston University.....	Langston.....	G. L. Harrison.....	1948-
Northeastern State College.....	Tahlequah.....	Harrell E. Garrison.....	1922-1934;† 1949-
Northwestern State College.....	Alva.....	Sabin C. Percefull.....	1922-1934;† 1949-
Oklahoma Agricultural and Mechanical College (D).....	Stillwater.....	Henry G. Bennett.....	1916-
Oklahoma City University.....	Oklahoma City.....	C. Q. Smith.....	1951-
Oklahoma College for Women.....	Chickasha.....	Dan Procter.....	1920-
Phillips University (M).....	Enid.....	Eugene S. Briggs.....	1919-
Southeastern State College.....	Durant.....	T. T. Montgomery.....	1922-1934;† 1949-
Southwestern State College.....	Weatherford.....	R. H. Burton.....	1922-1934;† 1950-
University of Oklahoma (D).....	Norman.....	G. L. Cross.....	1913-
University of Tulsa (M).....	Tulsa 4.....	C. I. Pontius.....	1929-

### Junior Colleges

Northeastern Oklahoma Agricul- tural and Mechanical College....	Miami.....	Bruce G. Carter.....	1925-1936;** 1949-
Northern Oklahoma Junior College.	Tonkawa.....	Loren N. Brown.....	1948-
Oklahoma Military Academy.....	Claremore.....	Homer M. Ledbetter....	1950-

## SOUTH DAKOTA

### Colleges and Universities

Augustana College.....	Sioux Falls.....	Lawrence M. Stavig....	1931-
Black Hills Teachers College.....	Spearfish.....	Russell E. Jonas.....	1928-1933;† 1950-
Dakota Wesleyan University.....	Mitchell.....	Not yet named.....	1913; 1916-
Huron College.....	Huron.....	George F. McDougall...	1915-
Northern State Teachers College...	Aberdeen.....	N. E. Steele.....	1918-1933;† 1940-

† Accredited as a teacher-training institution for the first dates listed.

\*\* Withdrew voluntarily.

<sup>21</sup> Prior to 1930, accredited under the name of St. Xavier College.

<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
South Dakota School of Mines and Technology (M).....	Rapid City.....	Warren E. Wilson.....	1925-
South Dakota State College of Agriculture and Mechanic Arts (M).....	Brookings.....	Fred H. Leinbach.....	1916; 1920-
University of South Dakota (M)...	Vermillion.....	I. D. Weeks.....	1913-
Yankton College.....	Yankton.....	J. Clark Graham.....	1921-

## WEST VIRGINIA

### Colleges and Universities

Bethany College.....	Bethany.....	W. H. Cramblet.....	1926-
Bluefield State College.....	Bluefield.....	H. L. Dickason.....	1951-
Concord College.....	Athens.....	Virgil H. Stewart.....	1931-
Davis and Elkins College.....	Elkins.....	R. B. Purdum.....	1946-
Fairmont State College.....	Fairmont.....	George H. Hand.....	1947-
Glenville State College.....	Glenville.....	Harry B. Heflin.....	1949-
Marshall College (M).....	Huntington.....	Stewart H. Smith.....	1928-
Shepherd College.....	Shepherdstown.....	Oliver S. Ikenberry.....	1950-
West Liberty State College.....	West Liberty.....	Paul N. Elbin.....	1942-
West Virginia State College.....	Institute.....	John W. Davis.....	1927-
West Virginia University (D)....	Morgantown.....	Irvin Stewart.....	1926-1927; 1930-
West Virginia Wesleyan College...	Buckhannon.....	W. J. Scarborough.....	1927-1932; 1942-

### Junior Colleges

Potomac State School of West Virginia University.....	Keyser.....	E. E. Church.....	1926-
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## WISCONSIN

### Colleges and Universities

Alverno College.....	Milwaukee 4.....	M. Augustine, O.S.F....	1951-
Beloit College (M).....	Beloit.....	Carey Croneis.....	1913-
Carroll College.....	Waukesha.....	Nelson Vance Russell...	1913-
Central State Teachers College...	Stevens Point.....	William C. Hansen....	1916-1922;† 1951-
Eau Claire State College.....	Eau Claire.....	William R. Davies.....	1950-
La Crosse State College.....	La Crosse.....	Rexford S. Mitchell....	1928-1929;† 1930-
Lawrence College (D).....	Appleton.....	Nathan M. Pusey.....	1913-
Marquette University (M).....	Milwaukee 3.....	E. J. O'Donnell, S.J....	1922-
Milwaukee-Downer College.....	Milwaukee 11.....	Not yet named.....	1913-
Mount Mary College <sup>22</sup> .....	Milwaukee 10.....	Edward A. Fitzpatrick..	1926-
Ripon College.....	Ripon.....	Clark G. Kuebler.....	1913-1926; 1928-
River Falls State College.....	River Falls.....	E. H. Kleinpell.....	1935-
St. Clare College (see Rosary Col- lege, Illinois)			
St. Norbert College.....	West De Pere.....	Sylvester M. Killeen, O. Praem., Exec. Vice-Pres.....	1934-1936;* 1937-

\* Accredited as a junior college for the first dates listed.

† Accredited as a teacher-training institution for the first dates listed.

<sup>22</sup> Prior to 1929 Mount Mary College was known as St. Mary's College and was located at Prairie du Chien, Wisconsin.



<i>Institution</i>	<i>Location</i>	<i>President (or Chief Executive)</i>	<i>Date Accredited</i>
State Teachers College.....	Platteville.....	C. O. Newlun.....	1918-1922;† 1951-
Stout Institute (M).....	Menomonie.....	Verne C. Fryklund.....	1928-1931;† 1932-
Superior State College.....	Superior.....	Jim Dan Hill.....	1916-1932;† 1933-
University of Wisconsin (D).....	Madison 6.....	Edwin Broun Fred.....	1913-1916;† 1919-
Whitewater State Teachers Col- lege.....	Whitewater.....	Robert C. Williams.....	1915-1922;† 1943-
Wisconsin State College (M).....	Milwaukee 11.....	J. Martin Klotsche.....	1915-1924;† 1929-
Wisconsin State College.....	Oshkosh.....	Forrest R. Polk.....	1913-1922;† 1928;† 1929-

WYOMING

Colleges and Universities

University of Wyoming (D).....	Laramie.....	G. D. Humphrey.....	1915-1917; 1923-
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SUMMARY OF ACCREDITED INSTITUTIONS OF HIGHER EDUCATION

State	Colleges and Universities	Junior Colleges	Total
Arizona.....	3	1	4
Arkansas.....	10	2	12
Colorado.....	8	2	10
Illinois.....	42	15	57
Indiana.....	22	0	22
Iowa.....	20	6	26
Kansas.....	19	1	20
Michigan.....	21	9	30
Minnesota.....	20	3	23
Missouri.....	26	10	36
Nebraska.....	13	0	13
New Mexico.....	7	0	7
North Dakota.....	6	0	6
Ohio.....	40	0	40
Oklahoma.....	13	3	16
South Dakota.....	9	0	9
West Virginia.....	12	1	13
Wisconsin.....	20	0	20
Wyoming.....	1	0	1
Total.....	312	53	365

† Accredited as a teacher-training institution for the first dates listed.

## ACCREDITED HIGHER INSTITUTIONS OUTSIDE N.C.A. TERRITORY

THE following are the latest lists of higher institutions accredited by regional agencies other than the North Central Association.

### I. MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

#### COLLEGES

##### DELAWARE

University of Delaware, Newark

##### DISTRICT OF COLUMBIA

American University  
Catholic University of America  
Dunbarton College  
George Washington University  
Georgetown University  
Howard University  
Miner Teachers College, Washington 1, D. C.  
Trinity College  
Washington Missionary College  
Wilson Teachers College, Washington 9, D. C.

##### MARYLAND

College of Notre Dame of Maryland, Baltimore 10  
Goucher College, Baltimore 18  
Hood College, Frederick  
Johns Hopkins University, Baltimore 18  
Loyola College, Baltimore 12  
Morgan State College, Baltimore 12  
Mount St. Agnes College, Baltimore  
Mount St. Mary's College, Emmitsburg  
St. Joseph's College, Emmitsburg  
State Teachers College, Towson  
United States Naval Academy, Annapolis  
University of Maryland, College Park  
Washington College, Chestertown  
Western Maryland College, Westminster  
Woodstock College, Woodstock

##### NEW JERSEY

College of St. Elizabeth, Convent  
Drew University, Madison  
Georgian Court College, Lakewood  
New Jersey College for Women, New Brunswick  
New Jersey State Teachers College, Montclair  
New Jersey State Teachers College, Trenton  
Newark College of Engineering, Newark 2  
Princeton University, Princeton  
Rutgers University, New Brunswick  
St. Peter's College, Jersey City  
Seton Hall College, South Orange  
Stevens Institute of Technology, Hoboken  
Upsala College, East Orange

##### NEW YORK

Adelphi College, Garden City  
Alfred University, Alfred  
Bard College, Annandale-on-Hudson  
Barnard College, New York City 27  
Brooklyn College, Brooklyn 10  
Canisius College, Buffalo  
Clarkson College of Technology, Potsdam  
Colgate University, Hamilton  
College of the City of New York, New York City 31  
College of Mt. St. Vincent, New York City 63  
College of New Rochelle, New Rochelle  
College of St. Rose, Albany  
Columbia University, New York City 27  
Cooper Union, New York City 3  
Cornell University, Ithaca  
D'Youville College, Buffalo  
Elmira College, Elmira  
Fordham University, New York City 58  
Good Counsel College, White Plains  
Hamilton College, Clinton  
Hartwick College, Oneonta  
Hobart College, Geneva  
Hofstra College, Hempstead, L. I.  
Houghton College, Houghton  
Hunter College, New York City 21  
Kueka College, Kueka Park  
Manhattan College, New York City 63  
Manhattanville College of the Sacred Heart, New York City 27  
Maryknoll Teachers College, Maryknoll  
Marymount College, Tarrytown  
Nazareth College, Rochester  
New York State College for Teachers, Albany  
New York State College for Teachers, Buffalo  
New York University, New York City 3  
Niagara University, Niagara Falls  
Notre Dame College of Staten Island, Staten Island  
Polytechnic Institute of Brooklyn, Brooklyn 2  
Pratt Institute, Brooklyn  
Queens College, Flushing  
Rensselaer Polytechnic Institute, Troy  
Russell Sage College, Troy  
St. Bonaventure's College, St. Bonaventure  
St. John's University, Brooklyn 6  
St. Joseph's College for Women, Brooklyn 6  
St. Lawrence University, Canton



Sarah Lawrence College, Bronxville  
 Siena College, Loudonville  
 Skidmore College, Saratoga Springs  
 State Teachers College, Cortland  
 State Teachers College, New Paltz  
 State Teachers College, Oneonta  
 State Teachers College, Oswego  
 Syracuse University, Syracuse  
 Union College, Schenectady  
 United States Merchant Marine Academy,  
 Kings Point, L. I.  
 United States Military Academy, West Point  
 University of Buffalo, Buffalo  
 University of Rochester, Rochester  
 Vassar College, Poughkeepsie  
 Wagner College, Staten Island  
 Webb Institute of Naval Agriculture, Glen Cove,  
 L. I.  
 Wells College, Aurora  
 William Smith College, Geneva  
 Yeshiva College, New York City 33

## PENNSYLVANIA

Albright College, Reading  
 Allegheny College, Meadville  
 Beaver College, Jenkintown  
 Bryn Mawr College, Bryn Mawr  
 Bucknell University, Lewisburg  
 Carnegie Institute of Technology, Pittsburgh  
 Cedar Crest College, Allentown  
 Chestnut Hill College, Philadelphia 18  
 College Misericordia, Dallas  
 Dickinson College, Carlisle  
 Drexel Institute of Technology, Philadelphia 4  
 Duquesne University, Pittsburgh  
 Elizabethtown College, Elizabethtown  
 Franklin and Marshall College, Lancaster  
 Geneva College, Beaver Falls  
 Gettysburg College, Gettysburg  
 Grove City College, Grove City  
 Haverford College, Haverford  
 Immaculata College, Immaculata  
 Juniata College, Huntingdon  
 Lafayette College, Easton  
 LaSalle College, Philadelphia 41  
 Lebanon Valley College, Annville  
 Lehigh University, Bethlehem  
 Lincoln University, Lincoln University P. O.  
 Lycoming College, Williamsport  
 Marywood College, Scranton  
 Mercyhurst College, Erie  
 Moravian College (Men), Bethlehem  
 Mount Mercy College, Pittsburgh 13  
 Muhlenberg College, Allentown  
 Pennsylvania College for Women, Pittsburgh  
 Pennsylvania State College, State College  
 Rosemont College, Rosemont  
 St. Francis College, Loretta

St. Joseph's College, Philadelphia 31  
 St. Vincent College, Latrobe  
 Seton Hill College, Greensburg  
 State Teachers College, Bloomsburg  
 State Teachers College, Clarion  
 State Teachers College, East Stroudsburg  
 State Teachers College, Edinboro  
 State Teachers College, Indiana  
 State Teachers College, Kutztown  
 State Teachers College, Lock Haven  
 State Teachers College, Mansfield  
 State Teachers College, Millersville  
 State Teachers College, Shippensburg  
 State Teachers College, Slippery Rock  
 State Teachers College, West Chester  
 Susquehanna University, Selinsgrove  
 Swarthmore College, Swarthmore  
 Temple University, Philadelphia 19  
 Thiel College, Greenville  
 University of Pennsylvania, Philadelphia 4  
 University of Pittsburgh, Pittsburgh  
 University of Scranton, Scranton  
 Ursinus College, Collegeville  
 Villa Maria College, Erie  
 Villanova College, Villanova  
 Washington & Jefferson College, Washington  
 Waynesburg College, Waynesburg  
 Westminster College, New Wilmington  
 Wilkes College, Wilkes-Barre  
 Wilson College, Chambersburg

## PUERTO RICO

College of the Sacred Heart, Santurce  
 Polytechnic Institute of Puerto Rico, San German,  
 University of Puerto Rico, Rio Piedras

## JUNIOR COLLEGES

Bennett Junior College, Milbrook, N. Y.  
 Briarcliff Junior College, Briarcliff Manor, N.Y.  
 Canal Zone Junior College, Balboa, C. Z.  
 Centenary Junior College, Hackettstown, N. J.  
 Concordia Collegiate Institute, Bronxville, N.Y.  
 Fairleigh Dickinson College, Rutherford, N.J.  
 Finch Junior College, New York City 21  
 Georgetown Visitation Junior College, Washington 7, D. C.  
 Hershey Junior College, Hershey, Pa.  
 Immaculata Junior College, Washington, D. C.  
 Jersey City Junior College, Jersey City  
 Keystone Junior College, La Plume, Pa.  
 Montgomery Junior College, Bethesda, Md.  
 Mount Aloysius Junior College, Cresson, Pa.  
 Packer Collegiate Institute, Brooklyn 2, N. Y.  
 St. Charles College, Cantonsville, Md.  
 Wesley Junior College, Dover, Del.

## II. NEW ENGLAND ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS<sup>1</sup>

*Secretary:* GEORGE S. MILLER, Tufts College, Medford, Massachusetts

### COLLEGES

#### CONNECTICUT

Albertus Magnus College, New Haven  
Connecticut College, New London  
Saint Joseph College, West Hartford  
Trinity College, Hartford  
University of Connecticut, Storrs  
Wesleyan University, Middletown  
Yale University, New Haven

#### MAINE

Bates College, Lewiston  
Bowdoin College, Brunswick  
Colby College, Waterville  
University of Maine, Orono

#### MASSACHUSETTS

American International College, Springfield  
Amherst College, Amherst  
Assumption College, Worcester  
Atlantic Union College, South Lancaster  
Boston College, Boston  
Boston University, Boston  
Clark University, Worcester  
The College of Our Lady of the Elms, Chicopee  
Eastern Nazarene College, Wollaston  
Emmanuel College, Boston  
Harvard University, Cambridge  
Holy Cross College, Worcester  
Jackson College, Medford  
Lowell Textile Institute, Lowell  
Massachusetts Institute of Technology, Cambridge  
Mount Holyoke College, South Hadley  
Northeastern University, Boston  
Radcliffe College, Cambridge  
Regis College, Weston  
Simons College, Boston  
Smith College, Northampton  
Springfield College, Springfield  
Tufts College, Medford  
University of Massachusetts, Amherst  
Wellesley College, Wellesley  
Wheaton College, Norton  
Williams College, Williamstown  
Worcester Polytechnic Institute, Worcester

#### NEW HAMPSHIRE

Dartmouth College, Hanover  
Keene State Teachers College, Keene  
Mount Saint Mary College, Hookset  
Rivier College, Nashua  
St. Anselm's College, Manchester  
University of New Hampshire, Durham

#### RHODE ISLAND

Brown University, Providence  
Pembroke College, Providence  
Providence College, Providence  
Rhode Island School of Design, Providence  
Rhode Island State College, Kingston

#### VERMONT

Bennington College, Bennington  
Middlebury College, Middlebury  
Norwich University, Northfield  
St. Michael's College, Winooski Park  
University of Vermont, Burlington

### TEACHER COLLEGES

#### CONNECTICUT

State Teachers College of Connecticut, New Britain

### JUNIOR COLLEGES

#### CONNECTICUT

Hillyer Junior College, Hartford  
Junior College of Connecticut, Bridgeport  
New Haven Junior College, New Haven

#### MAINE

Ricker Junior College, Houlton  
Westbrook Junior College, Portland

#### MASSACHUSETTS

Bradford Junior College, Bradford  
Lasell Junior College, Auburndale  
Pine Manor Junior College, Wellesley

#### NEW HAMPSHIRE

Colby Junior College, New London

#### VERMONT

Green Mountain Junior College, Poultney  
Vermont Junior College, Montpelier

<sup>1</sup> As of 1950.



### III. SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS<sup>1</sup>

*Secretary-Treasurer:* ALBERT J. GEIGER, Atlanta, Georgia

#### UNIVERSITIES AND SENIOR COLLEGES

- Agnes Scott College, Decatur, Georgia  
 Agricultural and Mechanical College of Texas,  
 College Station, Texas  
 Alabama College, Montevallo, Alabama  
 Alabama Polytechnic Institute, Auburn, Ala-  
 bama  
 Alabama, University of, University, Alabama  
 Appalachian State Teachers College, Boone,  
 North Carolina  
 Asbury College, Wilmore, Kentucky  
 Austin College, Sherman, Texas  
 Austin Peay State College, Clarksville, Tennes-  
 see  
 Barry College, Miami, Florida  
 Baylor University, Waco, Texas  
 Belhaven College, Jackson, Mississippi  
 Berea College, Berea, Kentucky  
 Bessie Tift College, Forsyth, Georgia  
 Birmingham-Southern College, Birmingham,  
 Alabama  
 Blue Mountain College, Blue Mountain, Missis-  
 sippi  
 Brenau College, Gainesville, Georgia  
 Bridgewater College, Bridgewater, Virginia  
 Carson-Newman College, Jefferson City, Tennes-  
 see  
 Catawba College, Salisbury, North Carolina  
 Centenary College, Shreveport, Louisiana  
 Centre College, Danville, Kentucky  
 Charleston, the College of, Charleston, South  
 Carolina  
 Chattanooga, University of, Chattanooga, Ten-  
 nessee  
 Clemson College, Clemson, South Carolina  
 Coker College, Hartsville, South Carolina  
 College of William and Mary, Williamsburg,  
 Virginia  
 Columbia College, Columbia, South Carolina  
 Converse College, Spartanburg, South Carolina  
 Davidson College, Davidson, North Carolina  
 Delta State Teachers College, Cleveland, Mis-  
 sissippi  
 Duke University, Durham, North Carolina  
 East Carolina Teachers College, Greenville,  
 North Carolina  
 East Tennessee State College, Johnson City,  
 Tennessee  
 East Texas State Teachers College, Commerce,  
 Texas  
 Eastern Kentucky State Teachers College, Rich-  
 mond, Kentucky  
 Elon College, Elon College, North Carolina  
 Emory and Henry College, Emory, Virginia  
 Emory University, Atlanta, Georgia  
 Erskine College, Due West, South Carolina  
 Florida Southern College, Lakeland, Florida  
 Florida State University, Tallahassee, Florida  
 Florida, University of, Gainesville, Florida  
 Furman University, Greenville, South Carolina  
 George Peabody College for Teachers, Nash-  
 ville, Tennessee  
 Georgetown College, Georgetown, Kentucky  
 Georgia Institute of Technology, Atlanta,  
 Georgia  
 Georgia State College for Women, Milledgeville,  
 Georgia  
 Georgia State Woman's College, Valdosta,  
 Georgia  
 Georgia Teachers College, Collegeboro, Georgia  
 Georgia, University of, Athens, Georgia  
 Greensboro College, Greensboro, North Carolina  
 Guilford College, Guilford College, North Car-  
 olina  
 Hampden-Sydney College, Hampden-Sydney,  
 Virginia  
 Hardin-Simmons University, Abilene, Texas  
 Hollins College, Hollins College, Virginia  
 Howard College, Birmingham, Alabama  
 Howard Payne College, Brownwood, Texas  
 Huntingdon College, Montgomery, Alabama  
 Incarnate Word College, San Antonio, Texas  
 John B. Stetson University, DeLand, Florida  
 Judson College, Marion, Alabama  
 Kentucky, University of, Lexington, Kentucky  
 Kentucky Wesleyan College, Winchester, Ken-  
 tucky  
 King College, Bristol, Tennessee  
 LaGrange College, LaGrange, Georgia  
 Lenoir Rhyne College, Hickory, North Carolina  
 Limestone College, Gaffney, South Carolina  
 Lincoln Memorial University, Harrogate, Ten-  
 nessee  
 Longwood College, Farmville, Virginia  
 Louisiana College, Pineville, Louisiana  
 Louisiana Polytechnic Institute, Ruston, Louisi-  
 ana  
 Louisiana State University, University, Louisi-  
 ana  
 Louisville, University of, Louisville, Kentucky  
 Loyola University, New Orleans, Louisiana  
 Lynchburg College, Lynchburg, Virginia  
 Madison College, Harrisonburg, Virginia  
 Mary Baldwin College, Staunton, Virginia  
 Mary Hardin-Baylor College, Belton, Texas  
 Mary Washington College, Fredericksburg, Vir-  
 ginia  
 Maryville College, Maryville, Tennessee

<sup>1</sup> As of 1950.

- McMurry College, Abilene, Texas  
 Memphis State College, Memphis, Tennessee  
 Mercer University, Macon, Georgia  
 Meredith College, Raleigh, North Carolina  
 Miami, University of, Coral Gables, Florida  
 Middle Tennessee State College, Murfreesboro, Tennessee  
 Millsaps College, Jackson, Mississippi  
 Mississippi College, Clinton, Mississippi  
 Mississippi Southern College, Hattiesburg, Mississippi  
 Mississippi State College, State College, Mississippi  
 Mississippi State College for Women, Columbus, Mississippi  
 Mississippi, University of, University, Mississippi  
 Morehead State College, Morehead, Kentucky  
 Murray State Teachers College, Murray, Kentucky  
 Nazareth College, Louisville, Kentucky  
 Newberry College, Newberry, South Carolina  
 North Carolina, University of, Chapel Hill, North Carolina  
 University of North Carolina at Chapel Hill  
 North Carolina State College of Agriculture and Engineering of the University of Carolina, Raleigh, North Carolina  
 Woman's College of the University of North Carolina, Greensboro, North Carolina  
 North Georgia College, Dahlonega, Georgia  
 North Texas State Teachers College, Denton, Texas  
 Northwestern State College, Natchitoches, Louisiana  
 Our Lady of the Lake College, San Antonio, Texas  
 Presbyterian College, Clinton, South Carolina  
 Queens College, Charlotte, North Carolina  
 Radford College, Radford, Virginia  
 Randolph-Macon College, Ashland, Virginia  
 Randolph-Macon Woman's College, Lynchburg, Virginia  
 Rice Institute, Houston, Texas  
 Richmond, University of, Richmond, Virginia  
 Roanoke College, Salem, Virginia  
 Rollins College, Winter Park, Florida  
 St. Mary's Dominican College, New Orleans, Louisiana  
 St. Mary's University, San Antonio, Texas  
 Salem College, Winston-Salem, North Carolina  
 Sam Houston State Teachers College, Huntsville, Texas  
 Scarritt College, Nashville, Tennessee  
 Shorter College, Rome, Georgia  
 South Carolina, University of, Columbia, South Carolina  
 Southeastern Louisiana College, Hammond, Louisiana  
 Southern Methodist University, Dallas, Texas  
 Southwest Texas State Teachers College, San Marcos, Texas  
 Southwestern, Memphis, Tennessee  
 Southwestern Louisiana Institute, Lafayette, Louisiana  
 Southwestern University, Georgetown, Texas  
 Spring Hill College, Spring Hill, Alabama  
 State Teachers College, Florence, Alabama  
 State Teachers College, Jacksonville, Alabama  
 State Teachers College, Livingston, Alabama  
 State Teachers College, Troy, Alabama  
 Stephen F. Austin State Teachers College, Nacogdoches, Texas  
 Sul Ross State Teachers College, Alpine, Texas  
 Sweet Briar College, Sweet Briar, Virginia  
 Tennessee Polytechnic Institute, Cookeville, Tennessee  
 Tennessee, University of, Knoxville, Tennessee  
 Texas Christian University, Fort Worth, Texas  
 Texas College of Arts and Industries, Kingsville, Texas  
 Texas State College for Women, Denton, Texas  
 Texas Technological College, Lubbock, Texas  
 Texas, University of, Austin, Texas  
 Texas Wesleyan, Fort Worth, Texas  
 Texas Western College, El Paso, Texas  
 The Citadel, Charleston, South Carolina  
 Transylvania College, Lexington, Kentucky  
 Trinity University, San Antonio, Texas  
 Tulane University, including H. Sophie Newcomb Memorial College, New Orleans, Louisiana  
 Tusculum College, Greenville, Tennessee  
 Union College, Barbourville, Kentucky  
 Union University, Jackson, Tennessee  
 University of the South, Sewanee, Tennessee  
 Ursuline College, Louisville, Kentucky  
 Vanderbilt University, Nashville, Tennessee  
 Virginia Military Institute, Lexington, Virginia  
 Virginia Polytechnic Institute, Blacksburg, Virginia  
 Virginia, University of, Charlottesville, Virginia  
 Wake Forest College, Wake Forest, North Carolina  
 Washington and Lee University, Lexington, Virginia  
 Wesleyan College, Macon, Georgia  
 West Texas State Teachers College, Canyon, Texas  
 Western Carolina Teachers College, Cullowhee, North Carolina  
 Western Kentucky State Teachers College, Bowling Green, Kentucky  
 Winthrop College, Rock Hill, South Carolina  
 Wofford College, Spartanburg, South Carolina
- JUNIOR COLLEGES
- Amarillo College, Amarillo, Texas  
 Andrew College, Cuthbert, Georgia



- Arlington State College, Arlington, Texas  
 Armstrong Junior College, Savannah, Georgia  
 Averett College, Danville, Virginia  
 Belmont Abbey Junior College, Belmont, North Carolina  
 Bethel Woman's College, Hopkinsville, Kentucky  
 Bluefield College, Bluefield, Virginia  
 Brevard College, Brevard, North Carolina  
 Campbell College, Buie's Creek, North Carolina  
 Campbellsville College, Campbellsville, Kentucky  
 Copiah-Lincoln Junior College, Wesson, Mississippi  
 Cumberland College, Williamsburg, Kentucky  
 Del Mar College, Corpus Christi, Texas  
 East Central Junior College, Decatur, Mississippi  
 East Mississippi Junior College, Scooba, Mississippi  
 Edinburg College, Edinburg, Texas  
 Emory Junior College, Oxford, Georgia  
 Emory Junior College, Valdosta, Georgia  
 Gardner-Webb College, Boiling Springs, North Carolina  
 Georgia Military College, Milledgeville, Georgia  
 Georgia Southwestern College, Americus, Georgia  
 Gordon Military College, Barnesville, Georgia  
 Gulf Park College, Gulfport, Mississippi  
 Hardin College, Wichita Falls, Texas  
 Hinds Junior College Raymond, Mississippi  
 Holmes Junior College, Goodman, Mississippi  
 Jones County Junior College, Ellisville, Mississippi  
 Junior College of Augusta, Augusta, Georgia  
 Kilgore Junior College, Kilgore, Texas  
 Lamar College, Beaumont, Texas  
 Lee Junior College, Baytown, Texas  
 Lon Morris College, Jacksonville, Texas  
 Marion Institute, Marion, Alabama  
 Mars Hill College, Mars Hill, North Carolina  
 Meridian Municipal Junior College, Meridian, Mississippi  
 Middle Georgia College, Cochran, Georgia  
 Midway Junior College, Midway, Kentucky  
 Mount St. Joseph Junior College, Maple Mount, Kentucky  
 Nazareth Junior College, Nazareth, Kentucky  
 Northeast Junior College, Monroe, Louisiana  
 Palm Beach Junior College, West Palm Beach, Florida  
 Paris Junior College, Paris, Texas  
 Peace College, Raleigh, North Carolina  
 Pearl River College, Poplarville, Mississippi  
 Perkinson Junior College, Perkinson, Mississippi  
 Pfeiffer Junior College, Misenheimer, North Carolina  
 Pikeville College, Pikeville, Kentucky  
 San Angelo College, San Angelo, Texas  
 St. Bernard College, St. Bernard, Alabama  
 St. Mary's School, Raleigh, North Carolina  
 St. Petersburg Junior College, St. Petersburg, Florida  
 Schreiner Institute, Kerrville, Texas  
 Shenandoah College, Dayton, Virginia  
 Snead Junior College, Boaz, Alabama  
 South Georgia College, Douglas, Georgia  
 Southern Missionary College, Colledale, Tennessee  
 Sue Bennett College, London, Kentucky  
 Sullins College, Bristol, Virginia  
 Sunflower County Junior College, Moorhead, Mississippi  
 Tarleton State College, Stephenville, Texas  
 Tennessee Wesleyan College, Athens, Tennessee  
 Texarkana College, Texarkana, Texas  
 Texas Lutheran College, Seguin, Texas  
 Texas Southmost College, Brownsville, Texas  
 Tyler Junior College, Tyler, Texas  
 Virginia Interment College, Bristol, Virginia  
 Ward-Belmont School, Nashville, Tennessee  
 West Georgia College, Carrollton, Georgia
- MEMBER JUNIOR COLLEGES ON  
PROBATION
- Young Harris College, Young Harris, Georgia

*List of Approved Colleges for Negro Youth*

The Negro Colleges do not hold membership or pay dues in the Association. However, they are visited and inspected by the Committee on Approval of Negro Schools which apply the same standards in placing them on the approved list as are applied to all institutions and schools in the Association.

<i>Location</i>	<i>Classification</i>
<b>ALABAMA</b>	
Birmingham, Miles College	4 year, Class B
Huntsville, Oakwood College	2 year, Class B
Montgomery, The State Teachers College	4 year, Class A
Normal, State A & M College	4 year, Class A
Talladega, Talladega College	4 year, Class A
Tuscaloosa, Stillman Institute	2 year, Class B
Tuskegee, Tuskegee Institute	4 year, Class A
<b>FLORIDA</b>	
Daytona Beach, Bethune-Cookman College	4 year, Class A
Tallahassee, Florida A & M College	4 year, Class A
<b>GEORGIA</b>	
Albany, Albany State College	4 year, Class B
Atlanta, Atlanta University	4 year, Class A
Atlanta, Clark College	4 year, Class A
Atlanta, Morehouse College	4 year, Class A
Atlanta, Spelman College	4 year, Class A
Atlanta, Morris Brown College	4 year, Class A
Augusta, Paine College	4 year, Class A
Fort Valley, State College	4 year, Class B
Savannah, Georgia State College	4 year, Class B
<b>KENTUCKY</b>	
Frankfort, Kentucky State College	4 year, Class A
Louisville, Louisville Municipal College	4 year, Class A
<b>LOUISIANA</b>	
New Orleans, Dillard University	4 year, Class A
New Orleans, Xavier University	4 year, Class A
Baton Rouge, Southern University	4 year, Class A
Grambling, Grambling College	4 year, Class A
<b>MISSISSIPPI</b>	
Alcorn, Alcorn A & M College	4 year, Class A
Edwards, Southern Christian Institute	2 year, Class B
Jackson, Jackson College	4 year, Class A
Tougaloo, Tougaloo College	4 year, Class A
Holly Springs, Rust College	4 year, Class B
<b>NORTH CAROLINA</b>	
Charlotte, Johnson C. Smith University	4 year, Class A
Concord, Barber Scotia College	4 year, Class A
Durham, N. C. College at Durham	4 year, Class A
Elizabeth City, State Teachers College	4 year, Class A
Fayetteville, State Teachers College	4 year, Class A
Greensboro, A & T College	4 year, Class A
Greensboro, Bennett College	4 year, Class A
Raleigh, St. Augustine's College	4 year, Class A
Raleigh, Shaw University	4 year, Class A
Salisbury, Livingstone College	4 year, Class A
Winston-Salem, State Teachers College	4 year, Class A
<b>SOUTH CAROLINA</b>	
Columbia, Allen University	4 year, Class A
Columbia, Benedict College	4 year, Class A
Denmark, Voorhees N & I	2 year, Class A



Orangeburg, State A & M College	4 year, Class A
Orangeburg, Claflin University	4 year, Class A
<i>Location</i>	<i>Classification</i>
TENNESSEE	
Jackson, Lane College	4 year, Class A
Knoxville, Knoxville College	4 year, Class A
Memphis, LeMoyne College	4 year, Class A
Nashville, Fisk University	4 year, Class A
Nashville, Tennessee A & I State College	4 year, Class A
Rogersville, Swift Memorial Jr. College	2 year, Class B
Morristown, N & I College	2 year, Class A
TEXAS	
Austin, Samuel Houston College	4 year, Class B
Austin, Tillotson College	4 year, Class A
Crockett, Mary Allen College	2 year, Class A
Houston, Texas State University	4 year, Class A
Marshall, Bishop College	4 year, Class A
Marshall, Wiley College	4 year, Class A
Prairie View, Prairie View University	4 year, Class A
Tyler, Texas College	4 year, Class A
VIRGINIA	
Hampton, Hampton Institute	4 year, Class A
Petersburg, Virginia State College	4 year, Class A
Richmond, Virginia Union University	4 year, Class A

*Standard Four-Year Colleges—Class "A"*—Institutions in this class meet in full the standards set up by the Association.

*Standard Four-Year Colleges—Class "B"*—Institutions in this class do not meet one or more of the standards set up by the Association for four-year colleges, but the general quality of their work is such as to warrant the admission of their graduates to any institution requiring the bachelor's degree for entrance.

*Standard Two-Year Junior Colleges—Class "A"*

*Standard Two-Year Junior Colleges—Class "B"*

#### IV. THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS<sup>1</sup>

*Secretary:* LELAND H. CREER, University of Utah, Salt Lake City, Utah

##### COLLEGES AND UNIVERSITIES

Brigham Young University, Provo, Utah  
 Central Washington College of Education, Ellensburg, Washington  
 Chapman College, Los Angeles, California  
 Chico State College, Chico, California  
 College of Great Falls, College of Education, Great Falls, Montana  
 College of Holy Names, Oakland, California  
 College of Idaho, Caldwell, Idaho  
 College of Medical Evangelists, Loma Linda, California  
 College of Puget Sound, Tacoma, Washington  
 College of St. Mary-of-the-Wasatch, Salt Lake City, Utah  
 Dominican College, San Rafael, California  
 Eastern Oregon College of Education, LaGrande, Oregon

Eastern Washington College of Education, Cheney, Washington  
 George Pepperdine College, Los Angeles, California  
 Gonzaga University, Spokane, Washington  
 Holy Names College, Spokane, Washington  
 Humboldt State College, Arcata, California  
 Immaculate Heart College, Hollywood, California  
 Lewis and Clark College, Portland, Oregon  
 La Sierra College, Arlington, California  
 Linfield College, McMinnville, Oregon  
 Loyola University, Los Angeles, California  
 Marylhurst College, Oswego, Oregon  
 Montana State College, Bozeman, Montana  
 Montana State Normal College, Dillon, Montana  
 Montana School of Mines, Butte, Montana  
 Montana State University, Missoula, Montana  
 Mt. Angel Seminary, Mt. Angel, Oregon  
 Mt. St. Mary's College, Los Angeles, California

<sup>1</sup> As of 1949.

Northern Idaho College of Education, Lewiston, Idaho  
 Northwest Nazarene College, Nampa, Idaho  
 Oregon College of Education, Monmouth, Oregon  
 Oregon State College, Corvallis, Oregon  
 Pacific Lutheran College, Parkland, Washington  
 Pacific Union College, Argwin, California  
 Pacific University, Forest Grove, Oregon  
 Pasadena College, Pasadena, California  
 Reed College, Portland, Oregon  
 St. Edward's Seminary, Seattle, Washington  
 St. Martin's College, Lacey, Washington  
 St. Mary's College, Oakland, California  
 St. Patrick's Seminary, Menlo Park, California  
 San Diego State College, San Diego, California  
 San Francisco College for Women, San Francisco, California  
 San Francisco State College, San Francisco, California  
 San Jose State College, San Jose, California  
 Seattle University, Seattle, Washington  
 Seattle Pacific College, Seattle, Washington  
 Southern Oregon College of Education, Ashland, Oregon  
 University of Alaska, College, Alaska  
 University of Idaho, Moscow, Idaho  
 University of Nevada, Reno, Nevada  
 University of Oregon, Eugene, Oregon  
 University of Portland, Portland, Oregon  
 University of San Francisco, San Francisco, California  
 University of Santa Clara, Santa Clara, California  
 University of Utah, Salt Lake City, Utah

University of Washington, Seattle, Washington  
 Utah State Agricultural College, Logan, Utah  
 Walla Walla College, Walla Walla, Washington  
 Washington State College, Pullman, Washington  
 Western Washington College of Education, Bellingham, Washington  
 Whitman College, Walla Walla, Washington  
 Whitworth College, Spokane, Washington  
 Willamette University, Salem, Oregon

#### NORMAL SCHOOLS

Eastern Montana Normal School (three years), Billings, Montana  
 Marylhurst Teachers College (three years), Oswego, Oregon  
 Mt. Angel Normal School, Mt. Angel, Oregon  
 Southern Idaho College of Education, Albion, Idaho

#### JUNIOR COLLEGES

Boise Junior College, Boise, Idaho  
 Carbon College (four years), Price, Utah  
 Dixie Junior College (four years), St. George, Utah  
 Idaho State College, Pocatello, Idaho  
 Multnomah College, Portland, Oregon  
 North Idaho Junior College, Coeur d'Alene, Idaho  
 Northern Montana College (three years), Havre, Montana  
 Ricks College, Rexburg, Idaho  
 Snow College, Ephraim, Utah  
 Weber College, Ogden, Utah  
 Westminster College, Salt Lake City, Utah

### V. ASSOCIATION OF AMERICAN UNIVERSITIES<sup>1</sup>

*Secretary:* N. PAUL HUDSON, The Ohio State University, Columbus 10, Ohio

#### MEMBERS OF THE ASSOCIATION OF AMERICAN UNIVERSITIES

Brown University, Providence, Rhode Island  
 California Institute of Technology, Pasadena, California  
 Catholic University of America, Washington, District of Columbia  
 Clark University, Worcester, Massachusetts  
 Columbia University, New York, New York  
 Cornell University, Ithaca, New York  
 Duke University, Durham, North Carolina  
 Harvard University, Cambridge, Massachusetts  
 Indiana University, Bloomington, Indiana  
 Johns Hopkins University, Baltimore, Maryland  
 McGill University, Montreal, Canada

Massachusetts Institute of Technology, Cambridge, Massachusetts  
 Northwestern University, Evanston, Illinois  
 Ohio State University, Columbus, Ohio  
 Princeton University, Princeton, New Jersey  
 Stanford University, Stanford University, California  
 State University of Iowa, Iowa City, Iowa  
 University of California, Berkeley, California  
 University of Chicago, Chicago, Illinois  
 University of Illinois, Urbana, Illinois  
 University of Kansas, Lawrence, Kansas  
 University of Michigan, Ann Arbor, Michigan  
 University of Minnesota, Minneapolis, Minnesota  
 University of Missouri, Columbia, Missouri

<sup>1</sup> The Association voted to discontinue its accreditation program, effective in October, 1948; at the same time, it voted not to maintain its formerly approved list of institutions.



University of Nebraska, Lincoln, Nebraska  
University of North Carolina, Chapel Hill,  
North Carolina  
University of Pennsylvania, Philadelphia, Penn-  
sylvania  
University of Rochester, Rochester, New York

University of Texas, Austin, Texas  
University of Toronto, Toronto, Canada  
University of Virginia, Charlottesville, Virginia  
University of Wisconsin, Madison, Wisconsin  
Washington University, St. Louis, Missouri  
Yale University, New Haven, Connecticut

# PROCEEDINGS OF THE COMMISSION ON SECONDARY SCHOOLS

EDGAR G. JOHNSTON, *Secretary*

## I. REPORT OF THE SECRETARY TO THE COMMISSION

The annual proceedings of the Commission on Secondary Schools, as published in the July issue of the *QUARTERLY*, summarize the significant actions of the Commission at the annual meeting as well as of the agencies which operate for the Commission between annual meetings. The *Proceedings* for 1950 are presented in five sections as follows: I. Report of the Secretary to the Commission, II. The Composition of the Reviewing Committees, III. The Summary of Actions by the Reviewing Committees, IV. The List of Member Schools by States, and V. The Text of the Policies, Regulations and Criteria effective for the school year 1951-52. The current section of the *Proceedings*—the report of the Secretary—presents the activities of the Administrative Committee, the committees of the Commission, the conference of State Chairmen, and the annual business meetings of the Commission.

### A. THE ADMINISTRATIVE COMMITTEE

This Committee, composed of the Chairman and Secretary of the Commission, the immediate past Chairman, and four members elected for terms of four years, serves to carry out responsibilities assigned to it by the Commission and to provide continuity between annual meetings. The Administrative Committee held three meetings between the annual meeting of the Association in 1950 and that in 1951. A meeting was held in June, another in November, and one immediately preceding the annual meeting on Monday, March 26. Attention was given at the June meeting to preparation of a budget for carrying on the work of the Commission and its constituent committees. This budget was presented to the Executive Committee, which makes the final decision for allotment of funds. The budget requested (and approved) for the Commission for 1950-51 is presented below:

Office Expense.....	\$ 150.00
Office of Secretary (salary of a secretary).....	3,000.00
Secretarial assistance in Chicago.....	100.00
Office of the Chairman.....	400.00
State Committees.....	8,600.00
Conference of State Chairmen.....	2,000.00
Administrative Committee.....	800.00
Committees of the Commission	
Cooperating Committee on Research.....	600.00
Contest Committee.....	750.00
Committee on Dependents' Schools.....	225.00
Report Forms Committee.....	1,000.00
Total.....	<hr/> \$17,625.00

At the same meeting the Committee gave attention to the question of relationships among the various Commissions, the Executive Committee, and the Association. The result of its deliberations was presented to the Executive Committee which adopted a bylaw governing the procedures for handling appeals from decisions of the Commission. This bylaw will appear in a subsequent issue of the *QUARTERLY*. The Administrative Committee also gave further considera-



tion to public relations problems of the Commission and the need for some type of handbook presenting the character and work of the Association to boards of education, lay members of the community, and other interested parties. The Secretary of the Commission served as member of a committee of the Executive Committee to prepare such a document. The resulting handbook "Know Your North Central Association" appeared as a section of the April, 1951 issue of the *QUARTERLY* and is to be published as a separate pamphlet for widespread dissemination. The Administrative Committee has kept closely in touch with the special committees of the Association, the chairmen of which presented progress reports at the meetings in November and March. At the request of Chairman Sifert, the Committee gave assistance in planning the professional meeting of the Commission and the meeting of high school principals scheduled for the Friday meeting of the annual meeting. The program of these meetings appeared in the April, 1951 issue of the *QUARTERLY*.

#### B. THE COMMITTEES OF THE COMMISSION

An important part of the work of the Commission has been carried on through special committees. There are four such committees operating for the Commission on Secondary Schools at the present time—the Committee on Contests, the Cooperating Committee on Research, the Committee on Report Forms, and the Committee on Dependents' Schools. The personnel of these committees is reported elsewhere in this issue in the official roster of the Association. The chairmen of the four committees reported to the Commission at the annual meeting and the report of their activities has appeared in some detail in various issues of the *NORTH CENTRAL ASSOCIATION QUARTERLY*. It may be appropriate here to comment briefly on certain of the activities for the benefit of those members of the Association who were not in attendance at the annual meeting.

The Committee on Contests has prepared a series of articles dealing with various phases of contest activities in secondary schools. Several of these articles have appeared in the *QUARTERLY*. Plans call for their publication in the form of a monograph when the series has been completed. Chairman Fisher, for the committee, has attended meetings of associations of speech and music teachers and has carried out extended correspondence with individuals interested in the work and recommendations of the committee. At the annual meeting, representatives of the Music Educators' National Conference, of the National Association of Teachers of Speech, and of the Kiwanis Key Club International spoke on the program and expressed essential agreement with the Contest Committee in its emphasis on the attainment of desirable outcomes for all pupils rather than special attention to a few gifted individuals. It is expected that these statements will appear in the *NORTH CENTRAL ASSOCIATION QUARTERLY*.

The Cooperating Committee on Research, under the chairmanship of Charles W. Boardman, has worked in cooperation with the Steering Committee of the Commission on Research and Service to explore areas of investigation of concern to the Commission on Secondary Schools, to review proposals for study by the Commission on Research and Service, and to carry out such studies as are particularly the problem of our Commission. Two studies have been undertaken by the Commission on Research and Service at the request of the Cooperating Committee on Research, a study of the preparation of librarians for secondary schools and a study of fraternities and sororities. A study of summer sessions in

high schools was made by Stephen Romine for the committee and will be published in an early issue of the *QUARTERLY*. The committee is at the present time undertaking a study of the General Education Development test.

The Committee on Report Forms, of which Carl G. F. Franzen is chairman, has been concerned with preparation of the annual reports to be submitted by member schools and, in particular, with preparation of the series of Special Reports directed, each year, to one of the Criteria. It has been the purpose of this committee to make these Special Reports an occasion for cooperative study by all members of the educational staff and representatives of the community and, where appropriate, by pupils. The schedule of these reports on the Criteria is presented below.

School Year	Criterion for Study
1948-49	Criterion 1
1949-50	Criterion 2, Sections A, E, F
1950-51	Criterion 2, Sections B, C, D
1951-52	Criterion 5
1952-53	Criterion 3
1953-54	Criterion 4

The Secretary of the Commission serves as the chairman of the Committee on Dependents' Schools which has operated as a sort of "state committee" for schools operated by the Army for civilian and military personnel in occupied countries. The accrediting of these schools has presented some special problems, not only in relationship to the schools but to the other regional associations. In November, 1950 a meeting was held in Atlantic City including representatives of the several regional accrediting associations and of the Armed Services. Several of the agreements arrived at in this meeting may be of interest to members of the North Central Association. The other associations agreed to delegate to the North Central Association the accrediting of American Dependents' Schools in the various theaters of operation, but agreed to accept and endorse our recommendations, so that the accrediting by this body represents reciprocal accrediting by the other associations. It was the feeling of the group that some provision should be made for objective appraisal of new Dependents' Schools applying for membership in the associations so that the impression may not be created that accrediting is simply a rubber stamp procedure. As a result, a recommendation from the conference has been presented to the Secretary of the Army suggesting that some provision be made that new schools requesting membership be visited by some educator approved by the accrediting associations, who will be responsible for making a report on the school making application. Another recommendation of the conference has to do with the special difficulty faced by these schools in maintaining continuity of teacher personnel. Some boards of education have been unwilling to extend leaves of absence of teachers for more than one year. The conference went on record as recommending to the various state departments and to administrators of schools from which teachers in the Dependents' Schools have been secured that extension of leaves of absence be granted for at least an additional year. It was the judgment of the representatives at the conference that the experience of the teacher abroad would be of such value through the broadening of experience by residence in a foreign country as to fully justify special consideration.



## C. CONFERENCE OF STATE CHAIRMEN

The Commission on Secondary Schools operates to a great degree as a decentralized organization. State Committees carry a great deal of authority and responsibility for carrying on the work of the Association within their respective states. At the same time it is important that there be some degree of conformity in interpretation of policies from state to state. The plan of holding an annual conference of State Chairmen for the discussion of problems of general concern and agreements on matters of policy was initiated three years ago. The third annual conference was held for two days in October at the Allerton Estate which serves as a conference center for the University of Illinois. The meeting of 1950 was unique in having as invited guests representatives of the two organizations within each state which have membership on the State Committee and whose support is important for an understanding and promotion of the work of the committee and the Association within the state. The president of each state university was invited to attend or to designate a representative and a similar invitation was extended to the superintendents of public instruction in the several states. Ten university representatives and five state department representatives participated in this meeting. The final session of the conference was devoted to a consideration of the relationships of the Association to the universities and to the state departments of public instruction. A representative of each of these organizations was on the program. Mr. Boardman spoke for the Commission, Provost Griffiths of the University of Illinois for the universities, and Dr. Lee Thurston, Superintendent of Public Instruction of Michigan, for the state departments.

## D. THE ANNUAL MEETING OF THE COMMISSION

The Commission on Secondary Schools held four sessions during the annual meeting, a general business meeting on Thursday morning, a professional meeting on the theme "Education for Improved Family Relations" Thursday afternoon, an executive session of the Commission on Thursday evening, and the Conference of High School Principals with a panel of high school teachers discussing the theme "Innovating Practices in Schools" on Friday evening. Somewhat more than three hundred representatives of member schools were present for an orientation meeting on Tuesday night and the review of reports throughout the day on Wednesday. The papers presented at the general professional meeting of the Commission will, undoubtedly, appear in subsequent issues of the *QUARTERLY*. The business meeting on Thursday morning was given over to the report of the Secretary of the Commission, a discussion of "The Use of the Evaluative Criteria" by H. C. Mardis of Lincoln, Nebraska, a member of the general committee of the Cooperative Study of Secondary School Standards, reports from the various committees of the Association, and the nomination and election of officers.

Following are some of the more important actions taken by the Commission.

1. The following motion was presented by E. H. Fixley of New Mexico and unanimously carried:

In view of the fact that for many years our Association has enjoyed the fellowship and professional companionship of the delegation from Montana, and now because of their affiliation with the Northwest Association, this convention marks the first gathering that we have not enjoyed their presence, I move that the Secretary be instructed to communicate to the proper officials of the Montana State Committee our friendly greetings and good wishes.

2. On motion of the Secretary as spokesman for the Administrative Committee, the Commission voted to change Regulation 3. (B) of the "Policies, Regulations, and Criteria" to read as follows: "In a school with an enrollment of 200 to 499 pupils, the librarian has completed a minimum of 15 semester hours of library science." The reduction of one hour in the amount of library science required for schools in this category was made in order to adapt to the schedule of library preparation provided by the teacher training institutions in a number of the states where the work is organized into courses of three semester hours each. The change in the Criteria was unanimously adopted.

3. The following slate of officers and Commission members, presented by Stephen Romine, chairman of the Nominating Committee, was duly elected:

*For Chairman of the Commission on Secondary Schools—*

Earl R. Sifert, Superintendent, Proviso Township High School, Maywood, Illinois

*To serve out the unexpired term of Ben Hanna as a member of the Administrative Committee (1953)—*

Robert L. Fleming, Principal, South High School, Youngstown, Ohio

*For member of the Administrative Committee (1955)—*

L. R. Kilzer, University of Wyoming, Laramie, Wyoming

*Members of the Commission elected to the Class of 1954—*

Art Gorsuch, Principal, Ashland High School, Ashland, Ohio

Henry C. Morehead, Principal, Santa Fe High School, Santa Fe, New Mexico

Charles Martin, N. E. Missouri State College, Kirksville, Missouri

Leonard Havig, Superintendent of Schools, Williston, North Dakota

W. O. Armstrong, Principal, Dunbar High School, Fairmont, West Virginia

\*Arthur C. Cross, University of Colorado, Boulder, Colorado

\* The many friends of Arthur Cross in the Association will learn with regret of his death on April 12, 1951. Long active in the work of the Commission on Secondary Schools, he was Chairman of the Colorado State Committee from 1930 to 1947, and a member of the Administrative Committee from 1941 to 1945. All who knew him were impressed with the soundness of his judgment and his devotion to the cause of education. His death is a distinct loss to the Association.



## II. COMPOSITION OF THE REVIEWING COMMITTEES

### REVIEWING COMMITTEE ON SCHOOLS TO BE UNQUALIFIEDLY RECOMMENDED

ROBERT L. FLEMING, *Chairman*

HOMER S. ANDERSON, *Assistant Chairman* ROY HINDERMAN, *Assistant Chairman*

C. P. LINDECAMP, *Secretary*

*Staff:* EUGENE GULLETTE, GEORGE BARROWS, CHELL WARRINER, CARL RANSBARGER, GEORGE C. WELLS, RICHARD A. BIDDLE, C. E. STRANGE, C. W. MARTIN, IRVIN F. YOUNG, H. W. FRANK-ENFELD, O. L. ROBINSON

1. BELZNER, JACK, Superintendent, Coolidge..... ARIZONA
2. GEMMELL, W. M., Principal, Hayden..... ARIZONA
3. WELLS, GEORGE C., Education Department, Phoenix..... ARIZONA
4. CORBIN, CHRIS D., Assistant Superintendent, Fort Smith..... ARKANSAS
5. HAWLEY, LEWIS, Principal, Forrest City..... ARKANSAS
6. MATTHEWS, JESS W., Principal, Little Rock..... ARKANSAS
7. MOORE, H. G., Superintendent, Booneville..... ARKANSAS
8. TEETER, CHARLES R., Superintendent, Star City..... ARKANSAS
9. TERRELL, M. T., Superintendent, Bauxite..... ARKANSAS
10. TURNER, C. L., Principal, North Little Rock..... ARKANSAS
11. WHITTEN, A. L., Superintendent, Marianne..... ARKANSAS
12. BARROWS, GEORGE, Principal, Delta..... COLORADO
13. BIDDLE, RICHARD A., Assistant Principal, Greeley..... COLORADO
14. GULLETTE, EUGENE, Principal, Boulder..... COLORADO
15. HICKEY, F. M., Principal, Canon City..... COLORADO
16. HINDERMAN, ROY, Assistant Superintendent, Denver..... COLORADO
17. McCORD, H. W., Superintendent, Hugo..... COLORADO
18. RAMBO, SILAS, Principal, Olathe..... COLORADO
19. SIMMONS, K. L., Principal, Brush..... COLORADO
20. SUMMERS, HUGH, Superintendent, Montrose..... COLORADO
21. SWENSON, H. F., Principal, Rifle..... COLORADO
22. TURNER, ROBERT W., Principal, Rocky Ford..... COLORADO
23. AGGER, JOHN, Principal, Jacksonville..... ILLINOIS
24. ADAMS, ARTHUR, State Department of Education, Springfield..... ILLINOIS
25. ALEXANDER, CURTIS, Principal, Unity Senior High School, Tolono..... ILLINOIS
26. BIESTER, F. L., Principal, Glenbard Township High School, Glen Ellyn..... ILLINOIS
27. BROSS, SHELDON, Principal, John Greer High School, Hoopeston..... ILLINOIS
28. CABLE, K. D., Principal, Eureka..... ILLINOIS
29. CARTWRIGHT, R. S., Principal, Elgin..... ILLINOIS
30. DRUMMOND, A. C., Principal, Woodstock..... ILLINOIS
31. EADES, ROSCOE, Principal, Sterling..... ILLINOIS
32. FINK, REV. R. B., Principal, St. Rita High School, Chicago..... ILLINOIS
33. GRANT, ROBERT C., Principal, Watseka..... ILLINOIS
34. GRANT, REV. R. T., Principal, St. Ignatius High School, Chicago..... ILLINOIS
35. GREGG, ROBERT D., Principal, Austin High School, Chicago..... ILLINOIS
36. HANDLIN, W. C., Principal, Lincoln..... ILLINOIS
37. JOHNSON, EUGENE, Superintendent, Paris..... ILLINOIS
38. KNOEPPPEL, LeROY, Principal, Arlington Heights..... ILLINOIS
39. KOONTZ, W. E., Principal, Oakwood..... ILLINOIS
40. KURTZ, P. C., Principal, Bloomington..... ILLINOIS
41. LEONARD, JAMES, Superintendent, Thornton Fractional High School, Harvey..... ILLINOIS
42. McDAVID, FRED, Principal, Aurora..... ILLINOIS
43. MacLEAN, W. P., Superintendent, J. Sterling Morton High School, Cicero..... ILLINOIS
44. McDONALD, L. R., Principal, Woodruff Senior High School, Peoria..... ILLINOIS
45. MESENKAMP, L. E., Principal, Freeport..... ILLINOIS
46. MILHON, E. D., Principal, Community Consolidated High School, Danville..... ILLINOIS
47. MORRISON, R. R., Superintendent, Community Unit Schools, Glenarm..... ILLINOIS
48. PETERSON, F. M., Principal, Pekin..... ILLINOIS
49. PIGOTT, LEE D., Principal, Decatur..... ILLINOIS

50. PRICHARD, CLARENCE, Superintendent, Waukegan.....	ILLINOIS
51. POGUE, W. R., Macomb.....	ILLINOIS
52. RUSH, JOHN J., Principal, Manito.....	ILLINOIS
53. SISTER MARY PAUL, Principal, St. Xavier Academy, Chicago.....	ILLINOIS
54. STEELE, M. E., Superintendent, Township High School, Mendota.....	ILLINOIS
55. THOMANN, D. F., Principal, Knoxville.....	ILLINOIS
56. TROXEL, R. B., Principal, Community High School, Farmington.....	ILLINOIS
57. WALTERS, A. E., Principal, Highland Park.....	ILLINOIS
58. YLVISAKER, H. L., Superintendent, Leyden High School, Franklin Park.....	ILLINOIS
59. YOUNG, PAUL, Superintendent, York High School, Elmhurst.....	ILLINOIS
60. BAUGHMAN, JOHN, Principal, Hagerstown.....	INDIANA
61. BRANNOCK, R. J., Principal, Lowell.....	INDIANA
62. COLE, A. A., Principal, New Albany.....	INDIANA
63. CONOVER, JAMES, Principal, Garfield High School, Terre Haute.....	INDIANA
64. HOHL, WILLIAM, Principal, La Grange.....	INDIANA
65. HADLEY, JOEL, Principal, Shortridge High School, Indianapolis.....	INDIANA
66. HUGHES, OTTO, Principal, University High School, Bloomington.....	INDIANA
67. JOHNSON, HAROLD, Principal, Huntington.....	INDIANA
68. MERTZ, J. H., Principal, Logansport.....	INDIANA
69. MURPHY, J. FRED, Principal, Broad Ripple High School, Indianapolis.....	INDIANA
70. TRITCH, R. W., Principal, Kendallville.....	INDIANA
71. BERRY, ROGER, Principal, Davenport.....	IOWA
72. DENNY, DWIGHT, Principal, Sheldon.....	IOWA
73. ERBE, W. A., Principal, Fort Dodge.....	IOWA
74. EVERRETTS, PETER, Principal, Washington.....	IOWA
75. HEITMAN, A. G., Principal, Central High School, Sioux City.....	IOWA
76. NONNEMAN, RAYMOND, Principal, Rockwell City.....	IOWA
77. BRANSON, CLARENCE, Principal, Olathe.....	KANSAS
78. GUMP, CARL, Principal, Paola.....	KANSAS
79. GUNN, R. E., Principal, Great Bend.....	KANSAS
80. HENDRIX, CLARK, Principal, Coffeyville.....	KANSAS
81. HOOD, LeROY, Principal, Ottawa.....	KANSAS
82. KNOX, W. S., Principal, Russell.....	KANSAS
83. ROTHGEB, CLYDE, Principal, Hays.....	KANSAS
84. STRANGE, C. E., Principal, North High School, Wichita.....	KANSAS
85. BAKER, GEORGE N., Personnel Director, Detroit.....	MICHIGAN
86. BEACH, RICHARD H., Principal, St. Clair Shore.....	MICHIGAN
87. BOTHWELL, H. J., Principal, Marquette.....	MICHIGAN
88. DIEVDAHL, L. A., Principal, Milan.....	MICHIGAN
89. DUNSMORE, KELLY, Principal, North Muskegon.....	MICHIGAN
90. HARRISON, G. V., Principal, Farmington.....	MICHIGAN
91. HARTMAN, PHIL. C., Principal, Ludington.....	MICHIGAN
92. MANNING, GEORGE A., Principal, Muskegon.....	MICHIGAN
93. OWEN, J. LESLIE, Principal, Lake Orion.....	MICHIGAN
94. PETERSON, EMIL, Principal, Munising.....	MICHIGAN
95. SULLIVAN, C. J., Superintendent, L'Anse.....	MICHIGAN
96. BOOCK, MILTON, Principal, Lake City.....	MINNESOTA
97. KIRKPATRICK, R. C., Principal, Nashwauk.....	MINNESOTA
98. LIND, JOHN W., Virginia.....	MINNESOTA
99. MATTHEWS, BROTHUR J., Principal, Cretin High School, St. Paul.....	MINNESOTA
100. NELSON, PHILIP, Principal, Morgan Park High School, Duluth.....	MINNESOTA
101. RYKKEN, C. B., Principal, Alexandria.....	MINNESOTA
102. VAN KLEEK, R. W., Principal, Cloquet.....	MINNESOTA
103. WESCOTT, RAY M., Principal, Austin.....	MINNESOTA
104. WIENER, J. B., Assistant Superintendent, Duluth.....	MINNESOTA
105. BROCKMAN, JAMES, Principal, Festus.....	MISSOURI
106. CHEVALIER, JAMES R., Dean, Junior College, Moberly.....	MISSOURI
107. DOOLIN, R. P., Principal, Simonsen High School, Jefferson City.....	MISSOURI
108. HARP, JOHN A., Principal, Carthage.....	MISSOURI
109. MARTIN, C. W., State Teachers College, Kirksville.....	MISSOURI



110.	MCCONNELL, GEORGE W., Principal, Aurora.....	MISSOURI
111.	NEWBOLDT, GEORGE P., Principal, Chillicothe.....	MISSOURI
112.	RICHEY, GEORGE B., Principal, Raytown.....	MISSOURI
113.	SPURGEON, ORAL, State Department of Education, Jefferson City.....	MISSOURI
114.	CARKOSKI, C. A., Superintendent, Hartington.....	NEBRASKA
115.	COLLINS, R. E., Principal, Kearney.....	NEBRASKA
116.	DAHL, SAM, State Department of Public Instruction, Lincoln.....	NEBRASKA
117.	FOWLES, L. F., Principal, York.....	NEBRASKA
118.	JOHNSTON, PHIL, Principal, McCook.....	NEBRASKA
119.	LEMONS, LAWRENCE A., Principal, Scottsbluff.....	NEBRASKA
120.	MAYER, ROY W., Principal, North Platte.....	NEBRASKA
121.	MOREHOUSE, CHARLES O., Superintendent, Elwood.....	NEBRASKA
122.	NELSON, J. ARTHUR, Principal, Central High School, Omaha.....	NEBRASKA
123.	NELSON, ROY E., Principal, Alliance.....	NEBRASKA
124.	RETELSDORF, C. L., Superintendent, Valley.....	NEBRASKA
125.	SIMS, GAIL L., Principal, Albion.....	NEBRASKA
126.	SPEECE, JAMES E., Principal, Holdrege.....	NEBRASKA
127.	SKILLSTAD, THEODORE, Principal, Norfolk.....	NEBRASKA
128.	YOUNG, C. E., Superintendent, Kimball.....	NEBRASKA
129.	CLAUNCH, B. F., Principal, East Vaughn.....	NEW MEXICO
130.	MCALISTER, B. B., Principal, Lordsburg.....	NEW MEXICO
131.	MOSELEY, S. H., Principal, Union High School, Las Cruces.....	NEW MEXICO
132.	OWENS, CHARLES S., Superintendent, Gallup.....	NEW MEXICO
133.	SANCHEZ, ADELINO, Superintendent, Belen.....	NEW MEXICO
134.	SISTER M. ELLENORA, Principal, St. Vincent Academy, Albuquerque.....	NEW MEXICO
135.	STORALL, TRAVIS, Principal, Artesia.....	NEW MEXICO
136.	AARTHUN, G., Superintendent, Mayville.....	NORTH DAKOTA
137.	HANSON, BARNUM M., Superintendent, Harvey.....	NORTH DAKOTA
138.	HANSON, LAWRENCE H., Principal, Central High School, Grand Forks.....	NORTH DAKOTA
139.	RUE, KNUTE L., Superintendent, Rolla.....	NORTH DAKOTA
140.	CALDWELL, O. K., Principal, Fostoria.....	OHIO
141.	CRAWFORD, V. R., Principal, Canfield.....	OHIO
142.	DEARDORFF, RAY E., Principal, Ottawa Hills High School, Toledo.....	OHIO
143.	FINKBINE, FRED T., Hamilton.....	OHIO
144.	FLEMING, ROBERT L., Principal, South High School, Youngstown.....	OHIO
145.	GARLAND, WALTER C., State Department, Columbus.....	OHIO
146.	HOSTELLER, ELLIS M., Principal, Mentor.....	OHIO
147.	KESSLER, RUSSELL E., Principal, Bexley High School, Columbus.....	OHIO
148.	LINDECAMP, C. P., Principal, Garfield Heights High School, Cleveland.....	OHIO
149.	LINDMAN, IVAR S., Assistant Principal, Poland.....	OHIO
150.	MARKS, ELMER P., Principal, Norwalk.....	OHIO
151.	PATERSON, RICHARD W., Principal, Toronto.....	OHIO
152.	RAMSEYER, JOHN, Principal, University High School, Columbus.....	OHIO
153.	RICH, GLEN A., Superintendent, Columbus.....	OHIO
154.	SLAGER, FRED C., Principal, Central High School, Columbus.....	OHIO
155.	YOUNG, IRVIN F., Principal, West High School, Columbus.....	OHIO
156.	FLOOD, JOHN W., Akron.....	OHIO
157.	ADAMS, J. T., Principal, Sayre.....	OKLAHOMA
158.	ANDERSON, HOMER S., Principal, Ponca City.....	OKLAHOMA
159.	BAYLESS, L. G., Superintendent, Maud.....	OKLAHOMA
160.	DAVIS, JACK, Principal, Eck City.....	OKLAHOMA
161.	HARRIS, AL, Superintendent, Clinton.....	OKLAHOMA
162.	HURD, GURDY, Superintendent, Gallison.....	OKLAHOMA
163.	JOHNSTON, B. F., Superintendent, Mangum.....	OKLAHOMA
164.	KIRKLAND, D. D., Superintendent, Putnam City Schools, Oklahoma City.....	OKLAHOMA
165.	MALLOY, C. J., Principal, Stillwell.....	OKLAHOMA
166.	PRICE, MURL H., Principal, Ardmore.....	OKLAHOMA
167.	RANSBARBER, CARL, Principal, Bartlesville.....	OKLAHOMA
168.	WARRINER, CLELL, Principal, Okmulgee.....	OKLAHOMA
169.	FRANKENFELD, H. W., Registrar, University of South Dakota, Vermillion.....	SOUTH DAKOTA

170. MORTENSON, A. H., Superintendent, Winner.....	SOUTH DAKOTA
171. ROSSON, BEN, Assistant Principal, Washington High School, Sioux Falls. . . .	SOUTH DAKOTA
172. TANDBERG, E. O., Superintendent, Garretson.....	SOUTH DAKOTA
173. CLARK, ROBERT, Assistant Superintendent, Monongalia County Schools, Morgantown.....	WEST VIRGINIA
174. GORDAN, L. V., Principal, Institute.....	WEST VIRGINIA
175. SLONAKER, A. G., Principal, Romney.....	WEST VIRGINIA
176. WALTER, ROY W., Principal, Elizabeth.....	WEST VIRGINIA
177. BICK, K. F., Principal, Janesville.....	WISCONSIN
178. BOEBEL, T. H., Superintendent, Kaukauna.....	WISCONSIN
179. BURNKRANT, E. G., Superintendent, Plymouth.....	WISCONSIN
180. EVENSON, S. J., Principal, West Bend.....	WISCONSIN
181. FUSZARD, M. C., Superintendent, Lake Mills.....	WISCONSIN
182. GOLDCRUBER, JOHN J., Principal, Wisconsin High School, Madison.....	WISCONSIN
183. LAYDE, J. B., Principal, West DePere.....	WISCONSIN
184. MALACH, JACK, Acting Principal, Northwestern Military and Naval Academy, Lake Geneva.....	WISCONSIN
185. MOSER, ROBERT, Superintendent, Columbus.....	WISCONSIN
186. MULROY, REV. R. D., Principal, Central Catholic High School, Green Bay...	WISCONSIN
187. PETERSON, GEORGE, Principal, North High School, Sheboygan.....	WISCONSIN
188. PFISTERER, C. T., Principal, Brodhead.....	WISCONSIN
189. SHAW, GEORGE, Principal, Central High School, Superior.....	WISCONSIN
190. ROBINSON, O. L., Principal, Sheridan.....	WYOMING

# REVIEWING COMMITTEE ON SCHOOLS TO BE ADVISED

L. R. KILZER, *Chairman*

KENNETH E. ANDERSON, *Assistant Chairman*

FLOYD L. SIMMONS, *Assistant Chairman*

DWIGHT DAVIS, *Secretary*

HOWARD M. ELDER, *Secretary*

J. H. ROSE, *Secretary*

E. S. SIMMONDS, *Secretary*

1. ARMSTRONG, W. W., Principal, Winslow.....	ARIZONA
2. CLEMENTS, NORMAN, Superintendent, Clifton.....	ARIZONA
3. STONE, J. W., Principal, Morenci.....	ARIZONA
4. ELDER, HOWARD M., Principal, El Dorado.....	ARKANSAS
5. ROBBINS, HAL, Principal, Conway.....	ARKANSAS
6. CHASE, MERLE V., Superintendent, Huerfano County High School, Walsenburg	COLORADO
7. COFFMAN, MAX, Principal, Lamar.....	COLORADO
8. DUNNING, HOWARD, Superintendent, Cripple Creek.....	COLORADO
9. JAMES, ROBERT, Principal, Grand Junction.....	COLORADO
10. KYLE, DAVID F., Principal, Brighton.....	COLORADO
11. BEANE, DON, Superintendent, Staunton.....	ILLINOIS
12. BIEHN, A. L., Superintendent, Niles Township High School, Skokie.....	ILLINOIS
13. BLYTHE, G. V., Principal, Vandalia.....	ILLINOIS
14. BONAR, HUGH S., Principal, Joliet.....	ILLINOIS
15. BRACKMAN, R. S., Principal, Quincy.....	ILLINOIS
16. CRAWSHAW, CLYDE, Superintendent, Marseilles.....	ILLINOIS
17. DAWSON, L. O., Superintendent, East Moline.....	ILLINOIS
18. DOLAN, F. H., Superintendent, La Salle.....	ILLINOIS
19. DOLLAHAN, H. A., Principal, Township High School, Lawrenceville.....	ILLINOIS
20. EDMUNDSON, R. C., Superintendent, Antioch.....	ILLINOIS
21. FOSTER, R. L., Principal, Harrisburg.....	ILLINOIS
22. GRISBY, P. A., Principal, Community High School, Granite City.....	ILLINOIS
23. HAEBICH, I. E., Superintendent, Riverside.....	ILLINOIS
24. HALL, HAL O., Superintendent, Belleville.....	ILLINOIS
25. JOHNSON, J. B., Superintendent, Alton.....	ILLINOIS
26. KUSTER, W. D., Principal, Dwight.....	ILLINOIS
27. McCONNELL, R. L., Principal, Champaign.....	ILLINOIS
28. METCALF, H. H., Superintendent, Bloom Township High School, Chicago Heights.....	ILLINOIS



29. ROSAN, N. A., Superintendent, Community High School, Carbondale.....ILLINOIS
30. SIMONDS, E. S., Principal, Community High School, Morrison.....ILLINOIS
31. SMITH, GERALD, Principal, Moline.....ILLINOIS
32. THOMAS, F. C., Superintendent, Community Consolidated High School, Barrington.....ILLINOIS
33. WALTER, REV. GORDON F., Principal, Fenwick High School, Oak Park.....ILLINOIS
34. WEST, O. C., Principal, Hinsdale.....ILLINOIS
35. WINGO, CHARLES E., Superintendent, Argo.....ILLINOIS
36. WRIGHT, ROE M., Superintendent, Central Community Unit, Robinson.....ILLINOIS
37. YATES, R. L., Superintendent, Cuba.....ILLINOIS
38. CARLSON, P. N., Principal, Horace Mann High School, Gary.....INDIANA
39. DARST, LOUIS, Principal, Crawfordsville.....INDIANA
40. ERNE, JUDSON, Principal, Columbus.....INDIANA
41. HOWD, C. M., Principal, Burris School, Muncie.....INDIANA
42. SARGENT, GALEN B., Principal, John Adams High School, South Bend.....INDIANA
43. BELLAMY, C. G., Superintendent, Marengo.....IOWA
44. DAVIS, DWIGHT, Assistant Principal, Iowa City.....IOWA
45. HASTY, EMMETT, Principal, Des Moines.....IOWA
46. McENIRY, REV. JOHN B., Principal, Davenport.....IOWA
47. MAHANNAH, H. A., Principal, Cherokee.....IOWA
48. ANDERSON, KENNETH E., University of Kansas, Lawrence.....KANSAS
49. BUHLER, ARNOLD, Superintendent, Preston.....KANSAS
50. BULLER, JOHN, Principal, Lyons.....KANSAS
51. COOPER, WALTER, Principal, Wichita.....KANSAS
52. HAYS, BARNEY, Principal, Topeka.....KANSAS
53. MASTIN, ARTHUR, Principal, Concordia.....KANSAS
54. MOORE, SID, Principal, Wichita.....KANSAS
55. REILMAN, REV. ANTHONY, Maur Hill High School, Atchison.....KANSAS
56. THARP, O. C., Superintendent, Blue Rapids.....KANSAS
57. WOLGAST, D. E., Superintendent, Marysville.....KANSAS
58. BRADLEY, WALTER E., Director, Lincoln High School, Van Dyke.....MICHIGAN
59. KELLEY, EVAN H., Principal, Marquette.....MICHIGAN
60. MATULIS, A. S., Principal, Belleville.....MICHIGAN
61. OPENLANDER, STUART, Superintendent, Wayne.....MICHIGAN
62. POST, E. R., Principal, Grand Rapids.....MICHIGAN
63. RIERMERSMA, JOHN J., Principal, Holland.....MICHIGAN
64. SPIESS, RICHARD, Principal, Bloomfield Hills.....MICHIGAN
65. WASKIN, LEON S., State Department of Public Instruction, Lansing.....MICHIGAN
66. HERDA, F. J., Principal, St. Cloud.....MINNESOTA
67. KUNZE, J. F., Principal, Litchfield.....MINNESOTA
68. LANGE LAND, GEORGE E., Principal, St. Paul.....MINNESOTA
69. SANDERSON, ARNOLD T., Principal, Worthington.....MINNESOTA
70. VIHSTADT, M. W., Principal, Mankato.....MINNESOTA
71. CAMPBELL, E. H., University of Missouri, Columbia.....MISSOURI
72. GIBBINS, MARION E., Principal, St. Joseph.....MISSOURI
73. HABERAECKER, H. J., Superintendent, Butler.....MISSOURI
74. LANGE, PAUL W., Principal, St. Louis.....MISSOURI
75. MUNDAY, GERALD, Principal, North Kansas City.....MISSOURI
76. NIBECK, DONALD G., Principal, Wellston.....MISSOURI
77. STINSON, JESSE H., Principal, Independence.....MISSOURI
78. THOMAS, L. B., Principal, Mexico.....MISSOURI
79. FEISTNER, ELY C., Principal, Nebraska City.....NEBRASKA
80. FITTON, WILLIAM D., Principal, Fairbury.....NEBRASKA
81. LAWRENCE, NOEL, Principal, Grand Island.....NEBRASKA
82. LUNDSTROM, GLENN A., Superintendent, Hebron.....NEBRASKA
83. ORTGIESEN, LEROY, State Department of Public Instruction, Lincoln.....NEBRASKA
84. PATTERSON, L. L., Principal, Columbus.....NEBRASKA
85. PETERSON, IRVIN L., Principal, Aurora.....NEBRASKA
86. TAYLOR, H. V., Principal, Hastings.....NEBRASKA
87. ALEXANDER, H. E., Superintendent, Grants.....NEW MEXICO

88. CATON, W. BARNIE, Superintendent, Alamogordo.....	NEW MEXICO
89. JONES, ROY LEE, Principal, Lovington.....	NEW MEXICO
90. KOOGLER, C. V., Superintendent, Aztec.....	NEW MEXICO
91. LUSK, COL. E. L., Dean, New Mexico Military Institute, Roswell .....	NEW MEXICO
92. McDOWELL, ARCHIE, Superintendent, Espanola.....	NEW MEXICO
93. NUNN, EARL, Superintendent, Springer.....	NEW MEXICO
94. THOMAS, EVERETT L., Principal, Tucumcari.....	NEW MEXICO
95. AASMUNDSTAD, P. O., Superintendent, McClusky.....	NORTH DAKOTA
96. JORDAHL, CARL W., Superintendent, Liderwood.....	NORTH DAKOTA
97. NEFF, WILLIAM L., Superintendent, Mandan.....	NORTH DAKOTA
98. TIGHE, B. C. B., Principal, Fargo.....	NORTH DAKOTA
99. BOOHER, L. H., Principal, Canton.....	OHIO
100. FLESHER, W. R., Ohio State University, Columbus.....	OHIO
101. FRY, JOHN O., Principal, Hamilton.....	OHIO
102. HARRINGTON, REV. J. L., Principal, Toledo.....	OHIO
103. HARTZLER, JOHN E., Assistant Principal, Ashland.....	OHIO
104. HOWELLS, PAUL K., Principal, Orrville.....	OHIO
105. MAY, A. C., Principal, Steubenville.....	OHIO
106. MILLER, EDGAR A., Principal, Cleveland.....	OHIO
107. MOELLER, WINTON L., Principal, Cincinnati.....	OHIO
108. ROWLEY, MAURICE E., Principal, Ashtabula.....	OHIO
109. SIMMONS, FLOYD L., Principal, Cleveland.....	OHIO
110. BISH, HUGH W., Principal, Lawton.....	OKLAHOMA
111. BROADRICK, TRICE, Principal, Chickasha.....	OKLAHOMA
112. DAVIS, JACK, Principal, Elk City.....	OKLAHOMA
113. EVANS, H. A., Principal, Harrah.....	OKLAHOMA
114. HURD, G. R., Superintendent, Sallisaw.....	OKLAHOMA
115. JOHN, LEON S., Principal, Nowata.....	OKLAHOMA
116. LEWIS, C. B., State Accrediting Agency, Oklahoma City.....	OKLAHOMA
117. WERTZ, B. L., Principal, Muskogee.....	OKLAHOMA
118. BELL, GEORGE G., Principal, Huron.....	SOUTH DAKOTA
119. CURRAN, CLAY, Principal, Lead.....	SOUTH DAKOTA
120. FIFE, J. T., Principal, Barboursville .....	WEST VIRGINIA
121. MICHAEL, PAUL G., Monongah High School, Monongah.....	WEST VIRGINIA
122. ST. CLAIR, JOHN T., Assistant State Superintendent, Charleston.....	WEST VIRGINIA
123. BORGAN, H. O., Principal, Neenah.....	WISCONSIN
124. BROWN, DOUGLAS M., Superintendent, Portage.....	WISCONSIN
125. DAUPLAISE, GEORGE, Principal, Green Bay.....	WISCONSIN
126. HART, G. A., Superintendent, Durand .....	WISCONSIN
127. NELSON, A. C., Chippewa Falls.....	WISCONSIN
128. ROSE, J. H., Principal, Whitefish Bay.....	WISCONSIN
129. STEWART, H. G., Chippewa Falls.....	WISCONSIN
130. KILZER, L. R., University of Wyoming, Laramie .....	WYOMING

## REVIEWING COMMITTEE ON NEW SCHOOLS

A. J. GIBSON, *Chairman*

1. CROWELL, ROBERT A., University of Arizona, Tucson.....	ARIZONA
2. OWENS, MORGAN R., State Department of Education, Little Rock.....	ARKANSAS
3. ROMINE, STEPHEN A. University of Colorado, Boulder.....	COLORADO
4. FISHER, LOWELL B., University of Illinois, Urbana.....	ILLINOIS
5. FRANZEN, CARL G. F., Indiana University, Bloomington.....	INDIANA
6. VAN DYKE, L. R., State University of Iowa, Iowa City.....	IOWA
7. STINSON, RALPH, State Department of Education, Topeka.....	KANSAS
8. VREDEVOE, LAWRENCE E., University of Michigan, Ann Arbor.....	MICHIGAN
9. WELTZIN, E. M., State Department of Education, St. Paul.....	MINNESOTA
10. MAXWELL, JOHN S., University of Missouri, Columbia.....	MISSOURI
11. MILLER, FLOYD A., State Department of Public Instruction, Lincoln.....	NEBRASKA
12. FIXLEY, E. H., University of New Mexico, Albuquerque.....	NEW MEXICO



13. KLEIN, RICHARD K., State Department of Public Instruction, Bismarck..... NORTH DAKOTA
14. GARRISON, R. M., State Department of Education, Columbus..... OHIO
15. KEAS, J. STANDIFER, State Department of Education, Oklahoma City..... OKLAHOMA
16. KEMP, J. MARVIN, State Department of Public Instruction, Pierre..... SOUTH DAKOTA
17. GIBSON, A. J., State Department of Education, Charleston..... WEST VIRGINIA
18. LEWIS, R. F., State Department of Public Instruction, Madison..... WISCONSIN

#### REVIEWING COMMITTEE ON SCHOOLS TO BE WARNED AND ADVISED

C. C. BYERLY, *Chairman*

1. BOWIE, ARTHUR, Superintendent, Williams..... ARIZONA
2. WHALEY, W. C., Superintendent, Monticello..... ARKANSAS
3. CHOLLAR, W. F., Superintendent, Florence..... COLORADO
4. MCNAUGHTON, DONALD A., Principal, Wray..... COLORADO
5. MERTZ, R. B., Principal, Trinidad..... COLORADO
6. PICKENS, T. H., Principal, Bent County High School, Las Animas..... COLORADO
7. BYERLY, C. C., Assistant Superintendent, Springfield..... ILLINOIS
8. RITZMA, PETER B., District Superintendent, Chicago..... ILLINOIS
9. GILMORE, HARRY C., Principal, Sullivan..... INDIANA
10. SALISBURY, A. W., Principal, Fairfield..... IOWA
11. SMITH, FLOYD C., Principal, Iola..... KANSAS
12. PINNOCK, JOSEPH F., Principal, Mackenzie High School, Detroit..... MICHIGAN
13. MCKEE, E. F., Principal, Washington High School, St. Paul..... MINNESOTA
14. BLUME, CLARENCE B., Principal, Central High School, Minneapolis..... MINNESOTA
15. NELSON, PHILIP M., Principal, Morgan Park High School, Duluth..... MINNESOTA
16. WARDLAW, H. PAT, State Department of Education, Jefferson City..... MISSOURI
17. TESELLE, LLOYD C., Principal, Fremont..... NEBRASKA
18. SWEENEY, R. P., Director of Secondary Education, Santa Fe..... NEW MEXICO
19. SELKE, ERICH, University of North Dakota, Grand Forks..... NORTH DAKOTA
20. OWENS, CLIFFORD D., Principal, Euclid..... OHIO
21. YOUNG, C. W., Superintendent, Monroe..... OHIO
22. MEACHAM, E. D., Dean, Schools of Arts & Sciences, University of Oklahoma,  
Norman..... OKLAHOMA
23. MARTIN, JOHN, Superintendent, Brookings..... SOUTH DAKOTA
24. NINE, E. GRANT, Principal, Scott High School, Madison..... WEST VIRGINIA
25. CONNORS, HAROLD F., Principal, Hurley..... WISCONSIN
26. CRANE, LLOYD, Principal, Cheyenne..... WYOMING
27. LUNNEY, KENNETH B., Principal, Rawlins..... WYOMING

#### REVIEWING COMMITTEE ON SCHOOLS WITHDRAWN AND DROPPED

NORRIS WILTSE, *Chairman*

K. L. PEDERSON, *Secretary*

1. CURTIS, LOREN S., Principal, Casa Grande..... ARIZONA
2. PATTERSON, JERRY L. Principal, Pine Bluff..... ARKANSAS
3. WAGGONER, JESS, Superintendent, Palisade..... COLORADO
4. WILLIAMS, H. A., Principal, Fort Collins..... COLORADO
5. BROTHER, BASIL, Principal, St. Mel High School, Chicago..... ILLINOIS
6. BRECK, J. W. Principal, Shelbyville..... INDIANA
7. MCADAM, J. E., Principal, University High School, Iowa City..... IOWA
8. MILLARD, T. N., Principal, Sedan..... KANSAS
9. WILTSE, NORRIS, Principal, Ypsilanti..... MICHIGAN
10. PEDERSON, K. L., Principal, Hibbing..... MINNESOTA
11. MANLY, C. BENTON, Principal, Springfield..... MISSOURI
12. FRENCH, WALTER R., Superintendent, Stromsburg..... NEBRASKA
13. MOREHEAD, H. C., Principal, Santa Fe..... NEW MEXICO
14. GUSSNER, WILLIAM S., Superintendent, Jamestown..... NORTH DAKOTA
15. ZIEGENHAGEN, ALVIN, Superintendent, Enderlin..... NORTH DAKOTA
16. CONSTIEN, GEORGE R., Principal, Findlay..... OHIO

17. SELBY, D. BRUCE, Principal, Enid.....OKLAHOMA  
 18. TAYLOR, W. H., Principal, Classen High School, Oklahoma City.....OKLAHOMA  
 19. STRAND, F. A., Superintendent, Central High School, Madison.....SOUTH DAKOTA  
 20. KUNDINGER, REV. J. F., Headmaster, Aquinas High School, La Crosse.....WISCONSIN  
 21. MIKKELSON, NORMAN O., Superintendent, Glenrock.....WYOMING

## III. ACTION OF REVIEWING COMMITTEES ON ANNUAL REPORTS—1951

	Old Total	Schools Added	Schools Dropped or Withdrawn	Schools Warned	Schools Advised	Schools Unquali- fiedly Rec- ommended	New Total
Arizona	47	0	0	1	8	38	47
Arkansas	89	9	0	1	48	40	98
Colorado	102	1	1	5	22	74	102
Illinois	489	8	1	3	10	475	496
Indiana	170	2	0	3	58	109	172
Iowa	171	2	0	1	34	136	173
Kansas	210	1	4	8	13	185	207
Michigan	246	2	0	21	64	161	248
Minnesota	121	0	1	8	25	87	120
Missouri	174	13	0	1	30	143	187
Montana	37	0	37	0	0	0	0
Nebraska	161	0	0	8	32	121	161
New Mexico	45	0	1	0	13	31	44
North Dakota	65	1	0	4	34	27	66
Ohio	425	23	0	4	93	328	448
Oklahoma	134	3	0	1	45	88	137
South Dakota	79	0	0	15	12	52	79
West Virginia	161	3	0	2	8	151	164
Wisconsin	154	2	0	7	15	132	156
Wyoming	31	0	0	5	7	19	31
Dependents' Schools	21	4	3	0	0	18	22
Total	3,132	74	48	98	571	2,415	3,158



## IV. LIST OF MEMBER SCHOOLS BY STATES

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
ARIZONA				
AJO, John L. Ashe, principal	4 yr.	16	321	1927
BENSON Union, F. J. Benedict, superintendent	4 yr.	10	117	1934
BISBEE, C. W. Wilcox, principal	4 yr.	25	474	1917
BUCKEYE Union, A. E. Ellis, principal	4 yr.	14	276	1932
CASA GRANDE Union, Loren S. Curtis, superintendent	4 yr.	22	370	1924
CHANDLER, W. G. Austin, superintendent	4 yr.	19.5	438	1923
CLARKDALE, Donald O. Ensign, superintendent	4 yr.	6.4	78	1921
CLIFTON, Norman Clements, superintendent	4 yr.	11	207	1921
COOLIDGE, Jack Belzner, superintendent	4 yr.	17.7	373	1938
DOUGLAS Senior, George Bergfield, principal	3 yr.	21.4	372	1919
DUNCAN Union, Homer B. Elledge, principal	4 yr.	8.8	132	1923
FLAGSTAFF, W. Killip, principal	4 yr.	19.7	502	1925
FLORENCE Union, S. R. Burggraaf, principal	4 yr.	11.7	186	1923
GILBERT, John L. Tanner, superintendent	4 yr.	9.7	127	1921
GLENDALE Union, Robert W. Ashe, principal	4 yr.	43	1006	1920
GLOBE, Willard R. Helmke, principal	4 yr.	18.6	458	1916
HAYDEN, W. M. Gemmell, superintendent	4 yr.	8	153	1934
JEROME, L. J. McDonald, superintendent	4 yr.	9	100	1922
KINGMAN, Mohave County Union, M. D. Porter, superintendent	4 yr.	19	311	1924
MARANA, O. H. Oldfather, superintendent	6 yr.	7.7	108	1925
MESA, Harvey L. Taylor, superintendent	4 yr.	57.5	1306	1918
MIAMI, E. E. McClain, principal	4 yr.	20.3	486	1919
MORENCI, J. W. Stone, principal	4 yr.	15.7	304	1942
NOGALES, W. W. Carpenter, principal	6 yr.	25	558	1920
PEORIA, O. K. Wolfenbarger, superintendent	4 yr.	14.2	183	1923
PHOENIX:				
Carver, W. A. Robinson, principal	4 yr.	20	388	1940
North Phoenix, Harold L. Gear, principal	4 yr.	96	2408	1940
Phoenix Union, James S. Carter, principal	4 yr.	119.7	2642	1917
West Phoenix, D. F. Stone, principal	4 yr.	74.5	1832	1950
PRESCOTT Senior, R. A. Ramage, principal	3 yr.	27.9	473	1917
RAY, Herschel Hooper, superintendent	4 yr.	6.6	100	1925
SAFFORD, Donald R. Wilson, principal	4 yr.	20.1	408	1920
St. JOHNS, Ray J. Davis, principal	4 yr.	7.5	135	1932
SCOTTSDALE, W. W. Dick, superintendent	4 yr.	15.3	220	1925
SNOWFLAKE Union, H. A. Hendrickson, principal	4 yr.	13	267	1925
SPRINGERVILLE, Round Valley, Leo W. Faunce, principal	4 yr.	7.5	147	1939
SUPERIOR, Roy V. Forsnas, superintendent	4 yr.	9.9	190	1930
TEMPE Union, E. A. Row, principal	4 yr.	25	501	1919
THATCHER, Jack Daley, superintendent	6 yr.	10.5	210	1939
TOLLESON Union, Ivan Wade, principal	4 yr.	18	360	1937
TOMBSTONE Union, Walter J. Meyer, superintendent	4 yr.	6.8	72	1925
TUCSON:				
Amphitheater, Nicholas Paynovich, principal	4 yr.	33.4	661	1947
Tucson Senior, Andy Tolson, principal	3 yr.	130.6	2866	1917
WILLCOX Union, Lloyd Eikenberry, principal	5 yr.	10	168	1926
WILLIAMS, James M. King, principal	4 yr.	8.9	135	1922
WINSLOW, W. W. Armstrong, principal	4 yr.	16.6	397	1917
YUMA Union, Laurance T. Rouse, principal	4 yr.	43	1091	1922
ARKANSAS				
ALMA, Charles Moss, superintendent	6 yr.	16.4	386	1951
ARKADELPHIA, M. B. Garrison, principal	4 yr.	19.5	410	1924

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
ASHDOWN, H. E. Tye, superintendent	6 yr.	16	366	1929
ATKINS, Sidney Ruby, superintendent	6 yr.	14	287	1948
AUGUSTA, Laura Conner, B. E. Whitmore, superintendent	6 yr.	14	316	1924
BATESVILLE, Lucien Abraham, superintendent	3 yr.	12	275	1924
BAUXITE, M. T. Terrell, superintendent	6 yr.	16.5	408	1950
BENTON, Robert D. Garrett, principal	3 yr.	11.8	274	1929
BLYTHEVILLE, W. D. Tommey, principal	4 yr.	28	606	1924
BOONEVILLE, H. G. Moore, superintendent	4 yr.	12	240	1950
BRINKLEY, Chas. B. Partee, superintendent	6 yr.	13	366	1926
CAMDEN:				
Camden, J. L. Holt, principal	6 yr.	20.5	519	1924
Fairview, R. H. Shaddock, superintendent	6 yr.	19.6	537	1932
CARLISLE, A. G. Shannon, superintendent	6 yr.	11	294	1951
CLARENDON, C. R. Evans, principal	6 yr.	10.3	234	1926
CONWAY, Hal Robbins, principal	4 yr.	17.83	438	1950
CRAWFORDSVILLE, O. M. Shultz, superintendent	6 yr.	8	107	1926
CROSSETT, Silas D. Snow, superintendent	6 yr.	22.8	612	1924
DANVILLE, R. B. Chitwood, superintendent	6 yr.	8	197	1950
DELL, A. E. Caldwell, superintendent	6 yr.	8	195	1950
DEQUEEN, John A. Gimlin, principal	3 yr.	9.8	200	1933
DEWITT, R. H. Brotherton, superintendent	4 yr.	12.8	295	1929
EARLE, Sam I. Bratton, superintendent	6 yr.	11.5	248	1925
EL DORADO, Howard M. Elder, principal	3 yr.	29.2	629	1927
ENGLAND, Parker Sharp, superintendent	4 yr.	14	257	1929
EUDORA, Julius C. Gray, superintendent	4 yr.	14	194	1926
FAYETTEVILLE:				
Fayetteville, Virgil T. Blossom, superintendent	4 yr.	21.5	596	1924
University, Chas. H. Cross, director	4 yr.	7.8	97	1924
FORDYCE, Jack H. Gresham, superintendent	6 yr.	13.3	323	1925
FORREST CITY, Lewis C. Hawley, principal	6 yr.	26.3	781	1924
FORT SMITH:				
Senior, R. Earl Farmsworth, principal	3 yr.	43	1103	1924
Lincoln, C. M. Greene, principal	5 yr.	12.5	283	1938
St. Anne's Academy, Sr. Mary Imelda, principal	4 yr.	8.5	186	1933
St. Scholastica Academy, Sr. M. Germaine, principal	4 yr.	10.9	143	1934
GURDON, S. K. Garrett, superintendent	4 yr.	10.5	228	1930
HAMBURG, J. W. Hall, principal	6 yr.	14.3	390	1951
HARRISON, R. L. Smith, superintendent	4 yr.	15	380	1936
HELENA Central, J. F. Wahl, superintendent	4 yr.	17	403	1924
HERMITAGE, Lee Reaves, superintendent	6 yr.	11	239	1951
HOLLY GROVE, J. C. Perry, superintendent	6 yr.	9	199	1942
HOPE, Forney G. Holt, principal	4 yr.	20.33	429	1928
HORATIO, A. H. McDonnell, superintendent	6 yr.	8.6	202	1935
HOT SPRINGS:				
Senior, Lewis H. Mahoney, principal	3 yr.	29.4	767	1924
Lakeside, Max Lamb, superintendent	6 yr.	11.1	237	1939
Langston, H. A. Henderson, principal	3 yr.	12	309	1951
HUGHES, Roy M. Nelson, superintendent	6 yr.	10	212	1939
JOINER, Shawnee, Hugh L. Smith, superintendent	6 yr.	9	149	1935
JONESBORO:				
Senior, H. W. Hollard, principal	3 yr.	16.66	422	1924
Arkansas State College, C. P. Denman, director	4 yr.	5.2	49	1926
JUNCTION CITY, R. L. Bolen, superintendent	4 yr.	8	197	1951
KEISER, C. M. Dial, superintendent	6 yr.	10	224	1946
LAKE VILLAGE, Lakeside, M. H. Russell, superintendent	6 yr.	16	343	1924
LEWISVILLE, D. L. Pilkinton, superintendent	6 yr.	10.3	179	1931
LITTLE ROCK:				
Senior, Jess W. Matthews, principal	3 yr.	77.8	1920	1924



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Mt. St. Mary's Academy, Sr. Mary Mark, principal	4 yr.	9.5	275	1931
Paul Laurence Dunbar, L. M. Christophe, principal	6 yr.	53.2	1505	1931
LONOKE, James B. Abraham, superintendent	6 yr.	13	323	1936
MCGEEHEE, J. O. Clark, superintendent	6 yr.	14.5	349	1951
MAGNOLIA, R. H. Cole, superintendent	6 yr.	27.4	773	1924
MALVERN, H. A. Brooks, superintendent	3 yr.	19.4	368	1930
MARIANNA, T. A. Futrall, Merl H. Benton, principal	6 yr.	13	396	1924
MARION, L. P. Mann, superintendent	6 yr.	7	117	1930
MENA, W. P. Harlan, superintendent	4 yr.	14.71	333	1930
MONTICELLO:				
Monticello, W. C. Whaley, superintendent	4 yr.	14.5	287	1924
Drew Central, Earl Willis, superintendent	6 yr.	11.2	310	1951
NEWPORT, W. W. Baker, superintendent	6 yr.	25	805	1924
NORPHLET, F. D. McNutt, superintendent	4 yr.	7	125	1934
NORTH LITTLE ROCK, C. L. Turner, principal	3 yr.	35.33	1004	1925
OSCEOLA, C. F. Sanders, superintendent	4 yr.	8.4	164	1935
PARAGOULD, Ralph Haizlip, superintendent	5 yr.	18.5	425	1925
PARIS, Austin White, principal	3 yr.	10.33	273	1925
PARKIN, C. E. Bell, superintendent	6 yr.	11	198	1930
PINE BLUFF:				
Pine Bluff, Jerry L. Patterson, principal	3 yr.	27.6	743	1924
J. C. Corbin, G. J. Jones, principal	4 yr.	10	204	1950
Merrill, R. N. Chanay, principal	3 yr.	16	284	1949
POCAHONTAS, S. M. Callicott, principal	4 yr.	10.71	258	1936
PORTLAND, Fred M. Greeson, superintendent	6 yr.	8	145	1951
PRESCOTT, J. E. Smith, superintendent	4 yr.	15.5	274	1947
ROGERS, B. L. Kirksey, superintendent	6 yr.	25.2	899	1937
RUSSELLVILLE, Wallace Bailey, superintendent	3 yr.	14	355	1945
SEARCY, Omar Stevens, principal	6 yr.	23	595	1924
SHERIDAN, A. R. McKenzie, superintendent	6 yr.	21	546	1950
SILAM SPRINGS, John H. Pickle, principal	6 yr.	18.8	525	1949
SMACKOVER, J. O. Hobgood, superintendent	6 yr.	17.28	391	1931
SPRINGDALE, J. O. Kelly, superintendent	4 yr.	20	565	1940
STAMPS, Harry Tolleson, superintendent	6 yr.	12.8	303	1930
STAR CITY, William L. McCuller, principal	6 yr.	13.33	386	1949
STUTTGART, J. D. Clary, superintendent	6 yr.	20.5	524	1924
SULPHUR SPRINGS, Brown Military Academy, Clifford M. Peck, superintendent	4 yr.	5	52	1933
TEXARKANA, Arkansas Senior, K. B. Davis, principal	3 yr.	27	393	1924
TURRELL, Everett Howton, superintendent	6 yr.	7	165	1938
VAN BUREN, Virgle Coleman, superintendent	4 yr.	18.2	533	1924
WALDO, Allen Fincher, superintendent	6 yr.	8.33	191	1950
WALNUT RIDGE, A. W. Rainwater, superintendent	6 yr.	16.4	473	1929
WARREN, James R. Clark, principal	6 yr.	23	553	1925
WEST MEMPHIS, Alfred Maddux, superintendent	6 yr.	15.2	363	1927
WILSON, Philip J. Deer, superintendent	6 yr.	13	249	1924
WYNNE, W. E. Furniss, principal	6 yr.	18	458	1927

## COLORADO

ALAMOSA High, Kenneth Montel, principal	3 yr.	11.8	273	1920
ARVADA High, Otis M. Dickey, principal	4 yr.	25.6	467	1923
AULT Consolidated, Charles Muth, superintendent	6 yr.	8.9	173	1924
AURORA, Wm. Smith Sr., K. L. Dunbar, principal	3 yr.	15.9	305	1925
BOULDER Senior, Eugene Gullette, principal	3 yr.	33.4	615	1908
BRIGHTON, Walter Vikan, superintendent	4 yr.	18.86	455	1920
BRUSH, K. L. Simmons, principal	4 yr.	13.8	245	1920
BURLINGTON Consolidated, A. J. Consbruck, principal	6 yr.	10.9	241	1923

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>CANON CITY:</b>				
Senior, Frank M. Hickey, principal	3 yr.	21.8	363	1904
St. Scholastica Academy, Sr. M. Estelle Cullings, principal	4 yr.	9.4	78	1941
<b>CASTLE ROCK</b> , Douglas County, C. M. Wishard, superintendent	4 yr.	10	167	1921
<b>CENTER Consolidated</b> , H. C. Skoglund, superintendent	4 yr.	11	141	1923
<b>CHEYENNE WELLS</b> , Cheyenne County, L. G. Black, superintendent	4 yr.	5.9	89	1927
<b>COLORADO SPRINGS:</b>				
Cheyenne Mountain, Lloyd Shaw, superintendent	4 yr.	11.8	216	1928
Colorado Springs Senior, Harold Threlkeld, principal	3 yr.	63.64	1500	1908
St. Mary's High, Sister M. Dominica, principal	4 yr.	9.8	201	1938
<b>CRAIG</b> , Moffat County, John Gilchrist, superintendent	4 yr.	15	272	1926
<b>CRIPPLE CREEK</b> , Howard Dunning, principal	4 yr.	5.65	62	1907
<b>DEL NORTE Consolidated</b> , R. E. Anderson, principal	3 yr.	10.3	112	1925
<b>DELTA</b> , George Barrows, principal	4 yr.	21.7	458	1909
<b>DENVER:</b>				
East, Louis H. Braun, principal	3 yr.	99	2372	1908
Emily Griffith Opportunity, Howard Johnson, principal	4 yr.	11.7	228	1926
Manual Training, William L. Miller, principal	3 yr.	45	936	1908
North, Clark H. Spitler, principal	3 yr.	83	1795	1907
South, Joseph M. Lort, principal	3 yr.	96	2222	1908
West, Wilford Woody, principal	4 yr.	77	1791	1907
Annunciation, Sister Mary Dolorine, principal	4 yr.	10.1	225	1943
Cathedral, Sister Marie William, principal	4 yr.	23.2	554	1923
Holy Family, Sister Matthew Marie, principal	4 yr.	13.5	357	1933
Regis, Reverend T. K. McKenny, principal	4 yr.	18.8	310	1921
St. Francis de Sales, Sister M. Thomasine, principal	4 yr.	15	426	1935
St. Joseph, Sister M. Callista, principal	4 yr.	12.6	355	1939
St. Mary's Academy, Sister M. Georgetta, principal	4 yr.	9.4	149	1925
<b>DURANGO</b> , Lyle Howard, principal	3 yr.	17.2	416	1905
<b>EATON</b> , F. C. Thomann, superintendent	4 yr.	10.5	184	1914
<b>ENGLEWOOD</b> , Donald W. Harper, principal	3 yr.	31.6	581	1923
<b>ERIE Consolidated</b> , W. H. Hatcher, superintendent	6 yr.	9.7	181	1929
<b>ESTES PARK</b> , Robert M. Hall, principal	6 yr.	13	206	1942
<b>FLORENCE</b> , Ralph Brenton, principal	4 yr.	12.7	215	1923
<b>FORT COLLINS Senior</b> , H. A. Williams, principal	3 yr.	32.2	670	1908
<b>FORT LUPTON Consolidated</b> , Neill A. Rosser, principal	6 yr.	16	395	1923
<b>FORT MORGAN Junior-Senior</b> , Dwight Farrow, principal	6 yr.	36.5	849	1909
<b>FOUNTAIN Centralized</b> , N. V. Gorman, superintendent	6 yr.	17.9	141	1935
<b>FOWLER</b> , Homer Fowler, superintendent	4 yr.	7.5	148	1923
<b>FRUITA Union</b> , Rolland O. Powell, superintendent	4 yr.	13	314	1912
<b>GLENWOOD SPRINGS</b> , Garfield County, H. J. Igo, superintendent	4 yr.	10.3	182	1912
<b>GOLDEN</b> , Hugh Beers, principal	4 yr.	14.7	374	1905
<b>GRAND JUNCTION</b> , Robert James, principal	6 yr.	66.4	1739	1905
<b>GREELEY:</b>				
College High, Sam Gates, director	6 yr.	16.75	264	1904
Senior, Henry Jensen, principal	3 yr.	36.6	689	1921
<b>GUNNISON County</b> , Harold Jeffrey, superintendent	4 yr.	14	238	1915
<b>GYPSUM</b> , Eagle County, L. W. Green, superintendent	4 yr.	6.1	67	1951
<b>HAYDEN Union</b> , Alex J. Lowry, superintendent	4 yr.	8.2	131	1924
<b>HOLLY Union</b> , Frank H. Barta, superintendent	6 yr.	11.6	203	1924
<b>HOLYOKE</b> , Phillips County, Ivan L. Eicher, superintendent	4 yr.	10.8	159	1924
<b>HOTCHKISS Consolidated</b> , Dave Baxter, superintendent	4 yr.	11.3	182	1927



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
HUGO Union, H. W. McCord, superintendent	4 yr.	6.1	73	1924
IDAHO SPRINGS, G. L. Kellenbenz, superintendent	4 yr.	7.5	121	1921
JOHNSTOWN, D. I. Peterson, superintendent	4 yr.	7.6	119	1924
JULESBURG, Sedgwick County, John A. Grant, principal	5 yr.	12.6	168	1925
LAFAYETTE, Merrill Angevine, superintendent	5 yr.	18.1	193	1932
LA JUNTA, G. W. Inman, principal	4 yr.	23.2	123	1908
LAKEWOOD, J. M. Kyffin, principal	3 yr.	14.9	400	1935
LAMAR Union, Max Coffman, principal	4 yr.	17	404	1923
LAS ANIMAS, Bent County, Elmer Burkhard, superintendent	4 yr.	17	304	1920
LEADVILLE, Lawrence Thomson, principal	5 yr.	14.3	309	1904
LIMON Union, Seth E. Poet, superintendent	4 yr.	6.6	117	1928
LITTLETON, M. T. Ervin, principal	6 yr.	21.5	510	1923
LONGMONT, L. R. Hickman, principal	5 yr.	20.3	760	1907
LOUISVILLE, S. M. Barbiero, superintendent	6 yr.	12.6	196	1923
LOVELAND Junior-Senior, B. F. Kitchen, principal	4 yr.	21.2	588	1906
MANITOU SPRINGS, W. W. Bundy, superintendent	4 yr.	8.9	135	1933
MANZANOLA Consolidated, Neil V. Mansfield, superintendent	4 yr.	7.5	131	1937
MEEKER, Rio Blanco County, Joe B. Peters, superintendent	4 yr.	10.5	138	1927
MONTE VISTA:				
Rio Grande County, Carl A. Brumfield, superintendent	4 yr.	12.2	281	1908
Sargent Consolidated, J. D. Park, superintendent	6 yr.	9.5	149	1925
MONTROSE County, R. F. Rutherford, principal	4 yr.	22.66	571	1915
OLATHE, Silas Rambo, principal	4 yr.	20.6	211	1950
ORDWAY, Paul F. Ness, superintendent	4 yr.	8.4	111	1929
PALISADE, Jess Waggoner, superintendent	4 yr.	9.15	158	1927
PAONIA, Marion Drake, principal	4 yr.	10.1	201	1923
PUEBLO:				
Centennial, M. C. Elliott, principal	4 yr.	45	1194	1908
Central, John Dunlap, principal	3 yr.	52.9	1581	1908
Catholic, Reverend Elwood Voss, superintendent	4 yr.	13.9	270	1940
RIFLE Union, H. F. Swenson, principal	4 yr.	12.9	239	1927
ROCKY FORD, Robert Turner, principal	6 yr.	28	606	1909
SALIDA, Laurence Barrett, superintendent	4 yr.	14.4	295	1908
SILVERTON, San Juan County, Barto Babitz, superintendent	6 yr.	8.33	131	1923
SIMLA Union, Harold Jones, superintendent	4 yr.	6.34	80	1923
SPRINGFIELD, Victor Wall, superintendent	4 yr.	7	123	1938
STEAMBOAT SPRINGS, Miller J. Stewart, principal	4 yr.	10.66	172	1921
STERLING, Logan County, R. J. Carroll, superintendent	4 yr.	24.6	471	1921
SUGAR CITY, Joe A. Holeman, superintendent	3 yr.	8.3	94	1923
SWINK Consolidated, J. M. Lynch, superintendent	6 yr.	8.33	109	1934
TRINIDAD Senior, R. B. Mertz, principal	4 yr.	24	520	1904
VICTOR, William Rainey, principal	4 yr.	5.65	52	1908
WALSENBURG:				
Huerfano County, Merle V. Chase, superintendent	4 yr.	16.5	331	1927
St. Mary High, Reverend Howard Delaney, superintendent	4 yr.	9.26	144	1928
WHEAT RIDGE, Vernon Heaston, principal	4 yr.	24	486	1926
WINDSOR, George E. Tozer, superintendent	4 yr.	9.75	194	1925
WRAY, Yuma County, Donald McNaughton, principal	4 yr.	10.4	184	1925
YUMA Union, Estil G. Robertson, superintendent	4 yr.	10.7	204	1924
ILLINOIS				
ABINGDON, B. G. Zuck, principal	4 yr.	14.5	281	1949

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>ALEDO:</b>				
Aledo, J. B. White, superintendent	4 yr.	17.2	252	1928
Roosevelt Military Academy, G. G. Millikan, superintendent	4 yr.	10	82	1933
ALEXIS Community, Roy Staggs, principal	4 yr.	9.2	117	1933
<b>ALTON:</b>				
Community Consolidated, Macy Pruitt, principal	3 yr.	16.4	1401	1906
Marquette, Mother M. Dooling, principal	4 yr.	16.2	379	1933
Western Military, C. L. Persing, headmaster	4 yr.	19.6	265	1908
AMBOY, P. V. Fegley, superintendent	6 yr.	14	401	1924
ANNA, Anna-Jonesboro Community, P. H. Houghton, principal	4 yr.	20	571	1928
ANTIOCH Township, R. C. Edmundson, principal	4 yr.	16	312	1934
ARCOLA, J. C. Powers, principal	4 yr.	13.2	149	1920
ARGENTA Community, V. C. Amacher, principal	4 yr.	10	129	1934
ARGO Community, C. E. Wingo, superintendent	4 yr.	36.3	634	1925
ARLINGTON HEIGHTS Township, L. J. Knoepfel, principal	4 yr.	50	994	1930
ARMSTRONG Township, A. F. Laurence, principal	4 yr.	9.7	140	1938
ARTHUR, O. H. McKnelly, superintendent	6 yr.	13	205	1937
ASHLAND, R. S. Ranes, superintendent	4 yr.	8	100	1939
ASSUMPTION, C. J. Myer, superintendent	4 yr.	10	119	1936
ATHENS Community, W. B. Braeuninger, superintendent	4 yr.	9.5	168	1932
ATLANTA, D. A. Hofer, superintendent	4 yr.	9	108	1948
ATWOOD, F. R. Boll, principal	4 yr.	12.3	159	1924
AUBURN Community, A. R. Evans, superintendent	4 yr.	10.25	156	1919
AUGUSTA, C. L. Barrett, principal	4 yr.	9	107	1922
<b>AURORA:</b>				
East, H. W. Matthews, principal	4 yr.	59.33	1199	1905
Madonna, Sr. M. Lois, principal	4 yr.	14.9	381	1931
Marmion Military Academy, Reverend J. Battaglia, headmaster	4 yr.	31.3	497	1934
West, Fred McDavid, principal	4 yr.	35	764	1905
BARDOLPH Community, H. E. Younger, principal	4 yr.	7.15	58	1926
BARRINGTON Consolidated, F. C. Thomas, superintendent	4 yr.	25.5	440	1945
BATAVIA, R. W. Stuttle, principal	4 yr.	16.7	286	1914
BEARDSTOWN, W. L. Gard, superintendent	4 yr.	16.64	347	1914
BEECHER CITY, K. C. Tate, superintendent	4 yr.	12.11	145	1946
<b>BELLEVILLE:</b>				
Belleville Township, H. O. Hall, superintendent	4 yr.	62	1322	1914
Academy of Notre Dame, Sister M. Paula, principal	4 yr.	17.7	402	1930
Cathedral, G. J. Busch, principal	4 yr.	9.54	231	1942
BELLFLOWER Township, J. E. MacGregor, principal	4 yr.	7	48	1924
BELVIDERE, V. E. McAllister, principal	4 yr.	25.3	524	1914
BEMENT, A. E. Wehmeier, principal	4 yr.	12.7	121	1920
BENSENVILLE Community, W. A. Johnson, principal	4 yr.	20.6	408	1937
BENTON Consolidated, R. W. Ullom, principal	4 yr.	31	778	1917
BETHANY, W. L. Garrison, superintendent	4 yr.	9	116	1927
<b>BLOOMINGTON:</b>				
Bloomington, P. C. Kurtz, principal	4 yr.	55.5	712	1905
Trinity, Sister M. Rose, principal	4 yr.	12.67	295	1930
BLUE ISLAND Community, H. L. Richards, superintendent	4 yr.	77	1830	1917
BLUFFS Community, S. L. Murdock, principal	4 yr.	8.3	87	1942
BRADFORD Township, J. A. Jones, principal	4 yr.	10.33	159	1932
BRIDGEPORT Township, P. E. Crowder, principal	4 yr.	18.5	398	1912
BRIMFIELD, J. P. Allen, superintendent	4 yr.	8	94	1939



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
BROWNSTOWN Community, D. V. Reeter, superintendent	4 yr.	11.1	183	1947
BUCKLEY Community, K. E. Yates, principal	4 yr.	7.8	63	1940
CAIRO, L. E. Schultz, superintendent	4 yr.	15.2	287	1909
CALUMET CITY, Thornton Fractional Township, J. K. Leonard, superintendent	4 yr.	39	1030	1927
CAMBRIDGE, N. D. Mosher, superintendent	4 yr.	9.8	120	1928
CAMP POINT, H. A. Pacatte, principal	4 yr.	9	106	1938
CANTON, Alvin Felts, principal	4 yr.	34.6	785	1919
CARBONDALE:				
Carbondale Community, N. A. Rosan, superintendent	4 yr.	23.5	450	1936
University, J. D. Mees, principal	6 yr.	21	193	1943
CARLINVILLE Community, R. E. Leasman, principal	4 yr.	20	392	1926
CARLYLE, J. C. Deaton, principal	4 yr.	12.7	225	1935
CARMi Township, U. B. Jeffries, principal	4 yr.	23.5	448	1951
CARTERVILLE Community, W. S. B. Dean, principal	4 yr.	10.2	178	1941
CARTHAGE Community, B. West, principal	4 yr.	16.1	275	1948
CASEY, B. E. Wetzels, principal	4 yr.	16.8	333	1919
CATLIN Township, M. E. Gahan, principal	4 yr.	8	112	1922
CENTRALIA Township, O. M. Corbell, superintendent	4 yr.	44	944	1910
CERRO GORDO, A. E. Schnieppe, principal	4 yr.	13	169	1932
CHAMPAIGN Senior, R. L. McConnell principal	3 yr.	50.5	759	1906
CHARLESTON:				
Charleston, Marvin Smith, principal	4 yr.	26	486	1912
Eastern State, R. P. Harris, principal	4 yr.	18	132	1920
CHATSWORTH, W. A. Kibler, principal	4 yr.	7	78	1923
CHENOA Community, H. J. Seybold, superintendent	4 yr.	10.5	150	1924
CHICAGO:				
Amundsen, L. D. Perry, principal	4 yr.	69	1539	1935
Austin, R. D. Grigg, principal	4 yr.	188	4452	1908
Austin Evening, H. S. Carr, principal	4 yr.	45	1037	1932
Bowen, W. P. Hearne, principal	4 yr.	85	2019	1905
Calumet, G. C. Worst, principal	4 yr.	99	2497	1905
Carver, L. M. Bland, principal	4 yr.	28	435	1947
Crane Technical, Neal Duncan, principal	4 yr.	91	1788	1905
Du Sable, J. E. Meegan, principal	4 yr.	96	2269	1905
Englewood, J. C. Thompson, principal	4 yr.	91	2120	1905
Englewood Evening, M. M. O'Rourke, principal	4 yr.	55	1132	1905
Farragut, H. W. Herx, principal	4 yr.	75	1818	1935
Fenger, J. E. Seney, principal	4 yr.	113	2810	1905
Fenger Evening, C. M. Cummins, principal	4 yr.	36	600	1932
Flower Technical, M. C. Gillis, principal	4 yr.	53	1045	1915
Foreman, C. A. Ryan, principal	4 yr.	51	1135	1935
Gage Park, W. Abrams, principal	4 yr.	72	1809	1935
Harper, P. J. Carlin, principal	4 yr.	53	1130	1935
Harrison, Ross Herr, principal	4 yr.	116	2471	1913
Hirsch, M. A. McCahey, principal	4 yr.	68	1600	1935
Hyde Park, G. A. Olson, principal	4 yr.	123	3114	1905
Kelly, M. C. Allen, principal	4 yr.	92	2232	1935
Kelvyn Park, C. C. Claxton, principal	4 yr.	61	1470	1935
Lake View, J. T. Boyd, principal	4 yr.	100	2263	1905
Lake View Evening, W. G. Wilson, principal	4 yr.	33	790	1935
Lane Technical, J. H. Smith, principal	4 yr.	214	5011	1911
Lindblom Technical, H. F. Yates, principal	4 yr.	95	2423	1921
McKinley, N. M. Quinn, principal	4 yr.	74.02	1579	1905
Marshall, D. S. Coles, principal	4 yr.	113	2530	1905
Morgan Park, H. L. Tate, principal	4 yr.	63	1551	1908
Parker, J. B. Shine, principal	4 yr.	64	1545	1915

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Phillips, V. A. Lewis, principal	4 yr.	122	2942	1943
Phillips Evening, C. F. Richardson, principal	4 yr.	37	633	1943
Roosevelt, J. L. O'Brien, principal	4 yr.	89	2183	1923
Schurz, R. E. Lakemacher, principal	4 yr.	133	3188	1912
Schurz Evening, R. E. Lakemacher, principal	4 yr.	36	1017	1927
Senn, W. G. Wilson, principal	4 yr.	123	3004	1914
South Shore, I. L. Magan, principal	4 yr.	66	1660	1942
Spalding, A. A. Donaldson, acting principal	4 yr.	29.5	335	1943
Steinmetz, M. L. Fitzgerald, principal	4 yr.	125	2903	1936
Sullivan, G. E. Anspaugh, principal	4 yr.	51	1173	1935
Taft, L. A. Hoefer, principal	4 yr.	76	1798	1941
Tilden Technical, R. H. Sauders, principal	4 yr.	136	2906	1908
Tuley, H. L. Stillman, principal	4 yr.	90	2140	1905
Von Steuben, E. M. Ackermann, principal	4 yr.	67	1586	1935
Waller, M. J. Cobler, principal	4 yr.	63	1542	1905
Weber, Reverend S. J. Sokulski, principal	4 yr.	44.2	649	1951
Wells, Leo Frederick, principal	4 yr.	83	2076	1936
Wells Evening, S. L. Nowinson, principal	4 yr.	40	715	1941
Academy of Our Lady, Sister M. Theodora, principal	4 yr.	36.2	851	1924
Alvernia, Sister M. Hyacinth, principal	4 yr.	34.5	1005	1932
Aquinas, Sister Ann Terence, principal	4 yr.	37.1	767	1924
Cardinal Stritch, Sister Mary Valentia, principal	4 yr.	13.9	414	1941
Central YMCA Day, O. N. Wing, dean	4 yr.	12	189	1921
Central YMCA Evening, O. N. Wing, dean	4 yr.	17	336	1923
Chicago Christian, F. H. Wezeman, principal	4 yr.	22.5	559	1931
Convent of the Sacred Heart, Mother M. E. Cooney, principal	4 yr.	7	87	1927
De LaSalle, Brother I. Basil, principal	4 yr.	31.6	921	1923
De Paul Academy, Reverend W. A. Ryan, principal	4 yr.	37	102	1931
Faulkner School for Girls, M. S. Davis, dean	4 yr.	11.2	75	1919
Good Counsel, Sister M. Hermana, principal	4 yr.	19.7	355	1931
Harvard School for Boys, H. D. Pyle, co-principal	4 yr.	10.7	87	1911
Holy Family Academy, Sister M. Theophane, principal	4 yr.	22.5	533	1927
Holy Trinity, Brother Reginald, principal	4 yr.	20	562	1930
Immaculata, Sister Josine, principal	4 yr.	43	1085	1932
Josephinum, Sister Lucy, principal	4 yr.	11.5	276	1922
Laboratory School, University of Chicago, W. C. Seyfert	2 yr.	35.3	276	1950
Leo, Brother J. Vaughn, principal	4 yr.	38	1048	1934
Loretto Academy, Mother M. Edwardine, principal	4 yr.	14.5	372	1933
Loretto, Mother M. Edwarda, principal	4 yr.	22.3	395	1933
Loring School for Girls, V. M. Taylor, principal	4 yr.	7.6	64	1918
Lourdes, Sister M. Generose, principal	4 yr.	26	727	1938
Loyola Academy, F. M. Flynn, principal	4 yr.	30.3	745	1913
Luther Institute, C. S. Meyer, principal	4 yr.	28.5	586	1921
Mercy, Sister Mary of the Angels, principal	4 yr.	51	996	1928
Morgan Park Military Academy, G. A. Mahon, principal	4 yr.	15	206	1911
Mount Carmel, Reverend A. F. Casey, principal	4 yr.	44	1000	1920
North Park Academy, Clifford Swenson, dean	4 yr.	23.8	469	1917
Notre Dame, Sister Mary St. Agnes, principal	4 yr.	30.5	730	1941
Providence, Sister Mary Corona, principal	4 yr.	48.2	1130	1913
Resurrection, Sister M. Bajoreck, principal	4 yr.	13.5	186	1935
Siena, Sister M. Francis, principal	4 yr.	20.8	493	1935
St. Casimir Academy, Sister M. Emerenciana, principal	4 yr.	27	523	1935
St. Gregory, Sister Maria, principal	4 yr.	25.2	444	1941



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
St. Ignatius, Reverend R. T. Grant, principal	4 yr.	41	985	1921
St. Joseph, Sister M. Albensia, principal	4 yr.	20.4	410	1945
St. Louis Academy, Sister St. Ida of Jesus, principal	4 yr.	12	282	1950
St. Mary's, Sister M. St. Victor, principal	4 yr.	33	800	1933
St. Mary of Perpetual Help, Sister M. Theodorette, principal	4 yr.	16.4	348	1944
St. Mel, Brother H. Basil, principal	4 yr.	44	1267	1924
St. Michael Central (Boys), J. P. Maier, principal	4 yr.	14	316	1934
St. Michael Central (Girls), Sister M. Patricia, principal	4 yr.	16.3	391	1934
St. Patrick Academy, Brother J. Mark, director	4 yr.	19.4	525	1933
St. Patrick (Girls), Sister M. Ursula, principal	4 yr.	13.4	309	1944
St. Philip, Reverend J. Hurley, principal	4 yr.	40	980	1948
St. Rita, Reverend R. P. Fink, rector	4 yr.	61.7	1704	1919
St. Scholastica, Sister M. Fabian, principal	4 yr.	32.1	687	1928
St. Thomas the Apostle, Sister M. Bernadella, principal	4 yr.	13.9	241	1932
St. Xavier Academy, Sister M. Paula, principal	4 yr.	15	150	1921
SS. Peter & Paul, Sister M. Tarcisius, principal	4 yr.	12	300	1949
Visitation, Sister M. Camillus, principal	4 yr.	35.2	1063	1927
CHICAGO HEIGHTS, Bloom Township, H. H. Metcalf, superintendent	4 yr.	75	1950	1907
CHRISMAN, M. L. Young, principal	4 yr.	10.8	135	1918
CICERO, J. Sterling Morton, W. P. MacLean, superintendent	4 yr.	189	4055	1905
CISNE Community, J. O. Clemens, principal	4 yr.	10.06	195	1949
CLINTON Community, Ralph Robb, superintendent	4 yr.	26	442	1911
COLLINSVILLE Township, D. K. Darling, superintendent	4 yr.	36.50	862	1912
COLUMBIA, N. W. Beck, superintendent	4 yr.	9	110	1951
COWDEN Community, G. H. Kipling, principal	6 yr.	6.25	131	1934
CRETE, Crete-Monee, L. A. Wiley, principal	4 yr.	13.83	241	1948
CRYSTAL LAKE Community, H. C. Tingliff, acting principal	4 yr.	24.25	504	1916
CUBA, R. L. Yates, superintendent	4 yr.	14.50	203	1924
DANVILLE, E. D. Milhon, principal	4 yr.	66	1493	1906
DECATUR:				
Senior, L. D. Pigott, principal	3 yr.	89.4	1690	1905
Lakeview, F. I. Godshalk, principal	4 yr.	18.1	264	1951
St. Teresa, Sister M. T. Eickhoff, acting principal	4 yr.	12.5	233	1932
DEKALB Township, S. B. Sullivan, superintendent	4 yr.	27.9	552	1905
DELEVAN, J. B. Walrich, superintendent	4 yr.	9.66	140	1933
DES PLAINES-PARK RIDGE, Maine Township, H. D. Anderson, superintendent	4 yr.	89.2	1851	1908
DES PLAINES, St. Patrick Academy, Sister M. Ambrose, principal	4 yr.	11.7	229	1932
DIXON, B. J. Frazer, principal	4 yr.	32.7	647	1905
DONOVAN, E. F. Gehle, superintendent	4 yr.	16.3	108	1951
DOWNERS GROVE Community, Jack Elzay, superintendent	4 yr.	49	1140	1916
DUNDEE Community, H. D. Jacobs, superintendent	4 yr.	21.7	428	1924
DUNLAP Township, M. H. Huffman, principal	4 yr.	9.3	155	1938
DUPO Community, A. C. Daugherty, principal	4 yr.	34	683	1928
DU QUOIN, R. P. Hibbs, principal	4 yr.	22	435	1908
DWIGHT Township, W. D. Kuster, principal	4 yr.	14.6	205	1916
EAST MOLINE, United Township, L. O. Dawson, superintendent	4 yr.	46	1025	1930
EAST PEORIA Community, B. R. Moore, superintendent	4 yr.	39	846	1925

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>EAST ST. LOUIS:</b>				
Lincoln, R. M. Miller, principal	4 yr.	31.6	534	1928
Senior, W. L. Baughman, principal	3 yr.	60.7	1245	1911
St. Teresa Academy, Sister Etheldreda, principal	4 yr.	16	327	1934
EASTON, H. W. Everitt, superintendent	4 yr.	10.7	93	1942
EDINBURG Community, F. Coplan, superintendent	4 yr.	8.5	105	1944
EDWARDSVILLE, G. F. Brock, principal	4 yr.	29.2	628	1913
EFFINGHAM, E. T. Goodfellow, principal	4 yr.	24.3	581	1933
ELDORADO Township, T. C. Shoberg, principal	4 yr.	22	484	1922
<b>ELGIN:</b>				
Elgin, R. S. Cartwright, principal	4 yr.	82	1399	1905
Elgin Academy, E. P. Droste, headmaster	6 yr.	10	105	1948
ELMHURST, York Community, P. A. Spring, superintendent	4 yr.	71	1802	1925
ELMWOOD Community, R. E. Bickford, superintendent	4 yr.	10.4	156	1921
EL PASO, W. M. Claggett, principal	4 yr.	13	213	1927
ENFIELD, W. A. Miller, principal	4 yr.	9.3	126	1939
ERIE Community, P. H. DeVall, principal	4 yr.	9.6	157	1939
EUREKA, K. D. Cable, principal	4 yr.	11.9	231	1916
<b>EVANSTON:</b>				
Township, L. S. Michael, superintendent	4 yr.	143	2457	1905
Marywood School for Girls, Sister Rose Angela, principal	4 yr.	17.5	274	1931
Roycemore School for Girls, C. A. Tomes, head	6 yr.	9.5	150	1926
St. George, Brother Jerome, principal	4 yr.	40.4	1189	1936
FAIRBURY, Sherwood Dees, principal	4 yr.	16	218	1916
FAIRFIELD Community, B. F. Smith, principal	4 yr.	20.4	481	1931
FAIRMOUNT Community, S. N. McKean, principal	4 yr.	6	58	1928
FAIRVIEW, Valley Senior, H. E. Wood, principal	3 yr.	10.8	154	1925
FARMER CITY, Moore, L. E. Smith, principal	4 yr.	14.6	297	1905
FARMINGTON Community, R. B. Troxel, principal	4 yr.	15.3	293	1938
FISHER, T. A. Hood, principal	4 yr.	9.2	123	1927
FITHIAN, Oakwood Township, W. E. Koontz, principal	4 yr.	13	231	1919
FLANAGAN, O. H. Wisthuff, superintendent	4 yr.	10	97	1949
FLORA, Harter Stanford Township, C. F. Hubbell, principal	4 yr.	20.3	476	1916
FORREST, Forrest-Strawn-Wing, A. H. Tomlinson	4 yr.	10	130	1951
FOX LAKE, Grant Community, W. L. Eberly, principal	4 yr.	18.7	451	1950
FRANKLIN, H. L. Fitzhugh, principal	4 yr.	8.7	147	1942
FRANKLIN GROVE, R. R. Dillon, superintendent	4 yr.	6.5	83	1940
FRANKLIN PARK, Leyden Community, H. L. Ylvisaker, principal	4 yr.	55.4	1140	1935
FREEBURN Community, E. R. Perry, principal	4 yr.	11	150	1937
<b>FREEPORT:</b>				
Aquin, Sister M. Naomi, principal	4 yr.	10.4	211	1931
Freeport, L. E. Mesenkamp, principal	4 yr.	45.1	966	1906
GALENA, A. R. Wetzel, superintendent	4 yr.	12.5	245	1918
GALESBURG Senior, W. T. Wooley, principal	3 yr.	51.4	1001	1910
GALVA, A. E. Heck, principal	4 yr.	16.1	216	1917
GENESEO, R. M. Millikin, principal	4 yr.	25.4	467	1910
GENEVA Community, L. Beaudin, principal	4 yr.	12.6	203	1914
GENOA, Genoa-Kingston, C. L. Louderback, superintendent	4 yr.	9.5	137	1923
GEORGETOWN Township, L. L. Cox, principal	4 yr.	15	290	1918
GIBSON CITY Community, H. V. Rowe, principal	4 yr.	15.4	240	1914
GILLESPIE, E. H. Martin, principal	4 yr.	15.1	291	1928
GILMAN, Portor Orr, superintendent	4 yr.	10.2	164	1926



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
GLENARM, Ball Township, R. R. Morrison, superintendent	4 yr.	8.9	140	1939
GLEN ELLYN, Glenbard Township, F. L. Biester, principal	4 yr.	47.5	1235	1924
GOOD HOPE, Northwestern, B. H. Lashbrook, principal	4 yr.	9	88	1939
GRANITE CITY, P. A. Griggsby, superintendent	4 yr.	54.8	1362	1923
GRANVILLE, Hopkins Township, Roy Pyatt, principal	4 yr.	7.5	106	1938
GRAYSLAKE Community, L. N. Rouse, principal	4 yr.	17	297	1950
GREENFIELD, F. W. BURNHAM, Jr., principal	4 yr.	12	209	1929
GREENVILLE, J. P. Gardner, principal	4 yr.	16	297	1948
GRIGGSVILLE, M. W. Kehart, superintendent	4 yr.	8.9	121	1927
GURNEE, Warren Township, D. W. Thompson, superintendent	4 yr.	17	269	1926
HAMILTON, M. T. Monson, superintendent	4 yr.	11.5	188	1936
HARRISBURG Township, R. L. Foster, principal	4 yr.	33	870	1908
HARVARD, W. H. Ely, principal	4 yr.	17.5	292	1918
HARVEY, Thornton Township, T. R. Birkhead, superintendent	4 yr.	123.4	3085	1905
HAVANA Community, S. H. VanDyke, principal	4 yr.	12.5	248	1934
HENNING Community, Clayton Wilcox, principal	4 yr.	6	70	1938
HERRIN TOWNSHIP, E. C. Eckert, principal	4 yr.	33.6	680	1917
HEYWORTH, W. F. Best, principal	4 yr.	11.5	140	1936
HIGHLAND, J. C. DeLaurenti, superintendent	4 yr.	12.5	242	1933
HIGHLAND PARK, A. E. Wolters, principal	4 yr.	58.5	1056	1933
HILLSBORO Community, L. R. Adams, superintendent	4 yr.	21.5	427	1925
HINSDALE Township, O. C. West, principal	4 yr.	35.5	780	1908
HOMER, J. C. Busenhardt, principal	4 yr.	8.2	93	1942
HOOPESTON, John Greer, Sheldon Bross, principal	4 yr.	19.5	306	1908
HOPEDALE Community, W. L. Harwood, principal	4 yr.	6.7	84	1942
JACKSONVILLE:				
Jacksonville, John Agger, principal	4 yr.	44.9	817	1909
Routt College, E. V. Schmidt, principal	4 yr.	9.5	118	1919
JERSEYVILLE Community, G. F. Roth, principal	4 yr.	28.1	563	1919
JOHNSTON CITY Township, H. A. Hatfill, principal	4 yr.	17.5	399	1922
JOLIET:				
Joliet Catholic, Reverend B. J. Gilman, principal	4 yr.	20.7	491	1934
Joliet Township, H. S. Bonar, superintendent	4 yr.	136.4	2465	1905
St. Francis Academy, Sister M. Borromeo, principal	4 yr.	24.5	576	1936
KANKAKEE Senior, R. Y. Allison, principal	3 yr.	39.8	685	1906
KANSAS, J. M. Waters, principal	4 yr.	9	124	1923
KEWANEE:				
Kewanee, Dinsmore Wood, principal	4 yr.	33.9	651	1906
Wethersfield, E. R. Peek, superintendent	4 yr.	11	194	1922
KINCAID, South Fork Community, R. F. Haney, principal	4 yr.	8.7	188	1942
KNOXVILLE Junior-Senior, D. F. Thomann, principal	6 yr.	19.6	335	1918
LA GRANGE:				
Lyons Township, G. S. Olsen, superintendent	2 yr.	96.2	1996	1905
Broadview Academy, Lee Taylor, principal	4 yr.	12	167	1933
Nazareth Academy, Sister M. Clare, principal	4 yr.	32	542	1936
LAKE FOREST:				
Convent of the Sacred Heart, Mother M. Bremner, principal	4 yr.	12.6	116	1926
Ferry Hall, F. G. Wallace, principal	4 yr.	18	88	1909
Lake Forest, Raymond Moore, principal	4 yr.	24.4	410	1937
LAKE ZURICH, Ela-Vernon Consolidated, H. L. Wesner, principal	4 yr.	12	225	1932
LA SALLE, LaSalle-Peru Township, F. H. Dolan, superintendent	4 yr.	56	1009	1905
LAWRENCEVILLE Township, H. A. Gallalian, principal	4 yr.	27.5	569	1914

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
LEBANON Community, R. C. Sayre, superintendent	4 yr.	9.6	132	1925
LELAND Community, H. J. Sharp, superintendent	4 yr.	9	81	1951
LEMONT Township, E. O. Bossert, superintendent	4 yr.	13	236	1949
LEROY, T. I. Anderson, principal	4 yr.	11	182	1921
LEWISTOWN Community, H. B. Carlock, principal	4 yr.	16	298	1916
LEXINGTON, Dallas Myers, superintendent	4 yr.	11.6	116	1916
LIBERTYVILLE, Libertyville-Freemont Consolidated, H. E. Underbrink, principal	4 yr.	27.5	556	1920
LINCOLN Community, W. C. Handlin, principal	4 yr.	30.5	548	1911
LISLE: Sacred Heart Academy, Sister M. Immaculata, principal	4 yr.	11.4	115	1938
St. Procopius College Academy, T. J. Havlik, rector	4 yr.	16	141	1922
LITCHFIELD Community, L. J. Hill, principal	4 yr.	20.5	431	1927
LITTLE YORK Community, Keith Parry, principal	4 yr.	9	65	1945
LOCKPORT Township, Joseph Smith, superintendent	4 yr.	28	638	1911
LONGVIEW Township, W. G. Chase, principal	4 yr.	6.5	73	1921
LOVINGTON, K. V. Henninger, principal	4 yr.	11.7	117	1918
McHENRY Community, Carl Buckner, principal	4 yr.	17.8	343	1937
McLEAN Community, Wilber A. Craig, principal	4 yr.	6.8	74	1926
McLEANSBORO Township, M. J. Carlton, principal	4 yr.	18	443	1941
MACOMB: Macomb Senior, H. C. Drummond, principal	4 yr.	22.7	353	1920
Western Laboratory, W. O. Covert, principal	6 yr.	15	178	1910
MAHOMET, W. P. McElroy, principal	4 yr.	11	126	1925
MANITO, J. J. Rush, principal	4 yr.	7	91	1925
MARION Township, A. R. Edwards, principal	4 yr.	31	749	1919
MAROA, W. D. Keyes, superintendent	4 yr.	11.2	125	1932
MARSEILLES, A. L. Dittman, principal	4 yr.	14.3	270	1925
MARSHALL, E. J. Harrington, principal	4 yr.	16.7	363	1909
MARTINSVILLE, L. Trueblood, principal	4 yr.	9.5	162	1938
MASCOUTAH Community, W. B. Garvin, principal	4 yr.	11.3	152	1935
MASON CITY, R. B. Hawley, superintendent	4 yr.	12.8	143	1927
MATTOON, D. E. Parker, principal	4 yr.	42.5	875	1908
MAYWOOD, Proviso Township, E. R. Sifert, superintendent	4 yr.	142	3548	1908
MENDON Unity, C. J. Waters, principal	4 yr.	12.3	209	1923
MENDOTA, M. E. Steele, principal	4 yr.	23	400	1918
METAMORA Township, R. B. Brown, principal	4 yr.	12	186	1937
METROPOLIS Community, C. W. Stephens, principal	4 yr.	17	441	1931
MILFORD Township, R. C. Turnbaugh, principal	4 yr.	11.7	141	1946
MINONK, Minonk-Dana, O. W. Osborne, superintendent	4 yr.	12.3	177	1939
MOLINE Senior, G. W. Smith, principal	4 yr.	35.7	735	1950
MOMENCE Community, R. W. Chenoweth, principal	4 yr.	13	224	1933
MONMOUTH, J. D. Dixon, principal	4 yr.	27	512	1918
MONTICELLO, James Schneider, principal	4 yr.	17.1	274	1919
MOOSEHART, Arthur Adams, principal	6 yr.	31.8	347	1921
MORRISON Community, E. S. Simonds, principal	4 yr.	16.9	282	1914
MORTON Township, H. G. Hatcher, principal	4 yr.	14	208	1925
MOWEAQUA, P. G. Gorman, assistance superintendent	4 yr.	11.7	125	1942
MURPHYSBORO Township, F. H. Shappard, principal	4 yr.	24.3	576	1911
MOUNT CARMEL, R. H. Orr, principal	4 yr.	30	560	1918
Mt. MORRIS Community, H. A. Hoff, principal	4 yr.	11.7	203	1924
Mt. OLIVE Community, G. A. Hastings, superintendent	4 yr.	11.4	160	1926
Mt. PULASKI Township, L. L. Hargis, principal	4 yr.	10.7	159	1919
Mt. VERNON Township, Arthur Milward, principal	4 yr.	53	1226	1909
NAPERVILLE, R. V. Adestine, principal	4 yr.	32.9	461	1915
NASHVILLE Community, M. C. Martin, principal	4 yr.	13	251	1935



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
NEWARK Community, G. A. Johnston, superintendent	4 yr.	8.4	126	1940
NEW BERLIN, W. R. Ruby, superintendent	4 yr.	10.3	152	1945
NEWMAN, H. H. Arkebauer, superintendent	4 yr.	9.7	118	1926
NEWTON Community, H. G. Leffler, principal	4 yr.	28	516	1926
NIANTIC, Niantic-Harristown, C. A. Fork, superintendent	4 yr.	10.5	145	1931
NOKOMIS Community, A. F. VonBehren, principal	4 yr.	13	228	1950
NORMAL:				
Normal Community, R. E. Caton, principal	4 yr.	30	488	1906
University, H. D. Lovell, principal	4 yr.	34.6	353	1915
NORRIS CITY, V. J. Phelps, superintendent	4 yr.	11.1	227	1944
NORTHBROOK, W. R. Etherton, principal	4 yr.	17	239	1944
OAKLAND Community, W. H. Weber, principal	4 yr.	10.5	139	1918
OAK PARK:				
Fenwick, G. F. Walter, principal	4 yr.	39.5	952	1937
Oak Park & River Forest, E. Youngert, superintendent	4 yr.	129	2624	1905
OBLONG Township, V. F. Brough, principal	4 yr.	13.8	293	1934
O'FALLON Township, E. D. Murray, superintendent	4 yr.	13.5	255	1949
OLNEY, East Richland, W. W. Knecht, principal	4 yr.	30.6	588	1917
ONARGA:				
Onarga, W. F. Bealer, superintendent	4 yr.	12	116	1918
Onarga Military, T. M. Frazier, principal	4 yr.	11.9	65	1923
ONEIDA, R.O.V.A. Senior, Clyde Browning, principal	3 yr.	11	142	1939
ORION Community, Vernon S. Rocke, principal	4 yr.	12.5	158	1929
OTTAWA Township, M. Shannon, principal	4 yr.	42	723	1905
PALATINE Township, G. A. McElroy, principal	4 yr.	20	391	1935
PALESTINE, R. O. Birkhimer, principal	4 yr.	10	154	1917
PANA, G. Kriviskey, principal	4 yr.	23.5	504	1916
PARIS, V. E. Broadhead, principal	4 yr.	33	664	1911
PAWNEE, R. R. Walker, superintendent	4 yr.	8.9	108	1920
PAXTON, E. H. Sohroth, superintendent	4 yr.	15.4	228	1911
PEKIN Community, F. M. Peterson, principal	4 yr.	62	1308	1911
PEORIA:				
Peoria, H. A. Hunter, principal	4 yr.	54.4	1056	1905
Academy of Our Lady, Sister M. Lucilla, principal	4 yr.	19.9	459	1948
Manual Training, H. G. Adamson, principal	3 yr.	55.1	1279	1945
Woodruff Senior, L. R. MacDonald, principal	4 yr.	59.8	1496	1932
PEOTONE, C. L. Walters, superintendent	4 yr.	12	139	1938
PERU, St. Bede College Academy, Reverend D. Duncan, principal	4 yr.	26	240	1948
PETERSBURG, Petersburg-Harris, J. C. Liggett, superintendent	3 yr.	15	228	1926
PINCKNEYVILLE Community, R. Keene, principal	4 yr.	22.5	436	1919
PITTSFIELD, A. E. Metternich, principal	4 yr.	14.5	343	1930
PLANO Community, P. H. Miller, superintendent	4 yr.	8	148	1930
PLEASANT PLAINS Community, O. W. Young, superintendent	4 yr.	9.1	133	1938
POLO Community, W. Pittinger, principal	4 yr.	13	246	1907
PONTIAC Township, A. C. Watson, principal	4 yr.	25	431	1905
POTOMAC Township, Norman Patberg, principal	4 yr.	7	67	1937
PRINCETON, O. V. Shaffer, principal	4 yr.	19.3	318	1905
PRINCEVILLE Community, W. R. Cordis, superintendent	4 yr.	10.4	190	1938
PROPHETSTOWN Community, E. A. Bowers, principal	4 yr.	9.8	134	1950
QUINCY:				
Notre Dame, Sister M. Lea, principal	4 yr.	19.2	390	1935
Quincy Senior, R. S. Brackman, principal	3 yr.	49.1	1002	1906
RANTOUL Township, L. H. Gibbs, principal	4 yr.	18	322	1926
REDDICK, R.U.C.E., G. O. Main, superintendent	4 yr.	11.5	128	1931

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
REYNOLDS Community, R. K. Fox, principal	4 yr.	16.5	230	1949
RIDGE FARM Township, Errett Warner, principal	4 yr.	9	91	1936
RIDGWAY Community, J. F. Karber, principal	4 yr.	8.2	157	1932
RIVER FOREST, Trinity, Sister R. Catherine, principal	4 yr.	32	895	1923
RIVERSIDE, Riverside-Brookfield, I. Haebich, superintendent	4 yr.	38	880	1917
ROANOKE, C. McDaniel, superintendent	4 yr.	9	131	1936
ROBINSON, C. L. Smith, principal	4 yr.	25.7	542	1911
ROCHELLE Township, C. A. Hills, principal	4 yr.	21.7	396	1923
ROCK FALLS Township, F. L. Tabor, principal	4 yr.	21	448	1927
ROCKFORD:				
Bishop Muldoon, Sister R. Cecile, principal	4 yr.	11.4	266	1934
East Senior, H. C. Muth, principal	3 yr.	62.4	1356	1941
Harlem Consolidated, H. W. Moore, principal	4 yr.	22.6	407	1944
St. Thomas, Reverend J. J. X. Glynn, principal	4 yr.	12	206	1937
West Senior, J. E. Blue, principal	3 yr.	65.7	1342	1941
ROCK ISLAND:				
Senior, O. B. Wright, principal	3 yr.	46.8	1126	1905
Alleman, Reverend J. O'Connor, principal	4 yr.	29	624	1951
Villa de Chantal, Sister M. Josephine, principal	4 yr.	16.1	110	1919
ROCKTON, Hononegah Community, O. E. Loomis, principal	4 yr.	12	222	1931
ROXANA, C. R. Gregory, principal	4 yr.	21	326	1943
RUSHVILLE, D. M. Mullen, principal	4 yr.	21	365	1923
ST. ANNE Community, R. V. Minton, principal	4 yr.	14	241	1932
ST. CHARLES:				
St. Charles, G. E. Thompson, superintendent	4 yr.	19	350	1910
Mt. St. Mary Academy, Sister M. deLellis, principal	4 yr.	9.1	154	1931
ST. ELMO Community, O. F. Patterson, superintendent	4 yr.	12.7	191	1943
ST. JOSEPH Community, G. Y. Trimble, principal	4 yr.	9	109	1929
SALEM Community, B. E. Gunn, superintendent	4 yr.	28	769	1937
SANDOVAL Community, C. E. Crawford, principal	4 yr.	10	198	1945
SANDWICH Township, Maynard Ferden, superintendent	4 yr.	11.9	203	1923
SAN JOSE, M. K. Berner, superintendent	4 yr.	5.9	71	1944
SAUNEMIN Township, G. H. Norvell, superintendent	4 yr.	7.72	67	1925
SAVANNA Township, C. Wilcox, principal	4 yr.	18.7	270	1906
SERENA Community, W. L. Ogden, superintendent	4 yr.	9.5	118	1942
SHABONA Community, T. A. Watne, superintendent	4 yr.	7.5	93	1942
SHELBYVILLE, G. W. Bedell, principal	4 yr.	18.3	365	1913
SIDELL Township, W. J. Goreham, principal	4 yr.	7.6	60	1916
SHOKIE, Niles Township, A. L. Biehn, superintendent	4 yr.	55	1007	1939
SOMONAUK Community, E. D. Shaffer, superintendent	4 yr.	7.6	67	1944
SPARTA Township, F. H. Torrence, principal	4 yr.	24	420	1919
SPRINGFIELD:				
Cathedral Boys, W. V. Harris, principal	4 yr.	15	365	1950
Feitshans, E. W. Wax, principal	4 yr.	31.8	835	1937
Lanphier, G. E. Stickney, principal	4 yr.	40.8	1040	1938
Sacred Heart Academy, Sister M. Blanche, principal	4 yr.	15.2	310	1935
Springfield, R. A. Wentz, principal	4 yr.	71	1401	1915
Ursuline Academy, Mother Florence, principal	4 yr.	12.2	232	1933
SPRING VALLEY, Hall Township & Vocational, C. A. Sharpe, principal	4 yr.	20.5	352	1916
STAUNTON Community, Don Beane, superintendent	4 yr.	14	250	1913
STERLING:				
Catholic Community, Sister M. L. Scanlan, principal	4 yr.	13.2	235	1934
Sterling Township, R. Eades, superintendent	4 yr.	39.3	652	1905
STOCKTON Community, W. R. Holloway, principal	4 yr.	13	240	1932



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
STONINGTON, W. R. Abernathy, superintendent	4 yr.	9.6	110	1927
STREATOR Township, Z. H. Dorland, superintendent	4 yr.	48	1060	1906
SULLIVAN, V. W. Bingman, principal	4 yr.	18.2	295	1917
SYCAMORE Community, J. B. Shrout, principal	4 yr.	17.2	339	1911
TAMPICO Township, F. A. Ekstrand, principal	4 yr.	10.3	72	1932
TAYLORVILLE, C. O. Austin, principal	4 yr.	31	666	1909
TECHNY, Holy Ghost Academy, Sister Aloysine, principal	4 yr.	6.6	41	1931
TOLONO, Unity Senior, C. Alexander, principal	3 yr.	14.8	182	1929
TOULON Township, D. K. Howell, principal	4 yr.	12	158	1924
TREMONT, H. E. Stone, superintendent	4 yr.	12	137	1929
TUSCOLA, R. C. Williman, principal	4 yr.	16	218	1908
URBANA:				
University, C. M. Allen, principal	5 yr.	22	234	1909
Urbana, R. H. Braun, principal	4 yr.	43.6	603	1922
VALMEYER Community, P. H. Randolph, principal	4 yr.	6	130	1941
VANDALIA Community, G. V. Blythe, principal	4 yr.	21.5	500	1939
VENICE, L. E. Sabin, principal	4 yr.	7.8	85	1919
VILLA GROVE, G. G. Gaines, superintendent	4 yr.	13.6	180	1923
VIRDEN Community, M. D. Clinton, superintendent	4 yr.	13.7	239	1932
VIRGINIA, E. L. Myers, superintendent	4 yr.	11.7	172	1945
WALNUT Community, C. A. Snider, principal	4 yr.	9	141	1924
WAPELLA, S. A. Funkhouser, superintendent	6 yr.	10.5	143	1920
WARRENSBURG, Warrensburg-Latham, W. G. Anderson, principal	4 yr.	11.2	153	1939
WASHBURN Township, E. R. Jones, principal	4 yr.	7.3	88	1926
WASHINGTON Community, L. H. Elam, principal	4 yr.	15	279	1919
WATERLOO, W. J. Zahnow, superintendent	4 yr.	12.1	211	1939
WATSEKA Community, R. C. Grant, principal	4 yr.	15	262	1915
WAUCONDA Township, R. Warfield, principal	4 yr.	12	207	1926
WAUKEGAN:				
Holy Child, Mother M. Wulstan, principal	4 yr.	9	192	1941
Waukegan Township, C. E. Prichard, superintendent	4 yr.	109	2280	1906
WAVERLY, F. R. Oates, superintendent	4 yr.	12	142	1919
WELLINGTON, M. W. Baker, superintendent	4 yr.	6	53	1919
WENONA, C. J. Trimble, superintendent	4 yr.	9.8	119	1944
WEST CHICAGO Community, S. D. Bishop, principal	4 yr.	14.2	308	1910
WESTFIELD, P. H. Spence, principal	4 yr.	5.9	57	1938
WEST FRANKFORT Community, L. G. Patton, superintendent	4 yr.	34.5	799	1925
WESTVILLE Township, P. W. Thomas, principal	4 yr.	12.5	219	1923
WHEATON:				
College Academy, K. L. Safstrom, dean	4 yr.	15.2	202	1911
Wheaton Community, K. K. Tibbetts, principal	4 yr.	33	620	1908
WILIAMSVILLE, J. P. Floyd, superintendent	6 yr.	10	161	1927
WILMETTE:				
Mallinckrodt, Sister Marita, principal	4 yr.	6.8	120	1940
Maria Immaculata Academy, Sister Annarita, principal	4 yr.	5	61	1922
WINCHESTER, A. H. Ligon, principal	4 yr.	15.8	275	1928
WINNETKA, New Trier Township, M. P. Gaffney, superintendent	4 yr.	139.7	2261	1906
WOODHULL, Alwood Senior, R. W. Magill, principal	3 yr.	8.6	102	1950
WOOD RIVER, East Alton-Wood River, A. E. Smith, principal	4 yr.	40	814	1921
WOODSTOCK Community, N. N. Stork, superintendent	4 yr.	24.5	416	1910
WYOMING Community, S. B. Hayden, principal	4 yr.	10.5	168	1933
YORKVILLE Community, J. Talbott, superintendent	4 yr.	10.1	159	1922

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
ZEIGLER Community, I. Krutsinger, principal	4 yr.	13	203	1934
ZION, Zion-Benton Township, H. W. Pearce, principal	4 yr.	27	698	1946

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ALEXANDRIA, V. M. Evans, principal	6 yr.	23.5	604	1908
AMBIA, Brooks Bell, principal	6 yr.	7.7	104	1941
ANDERSON Senior, G. E. Ebbertt, principal	4 yr.	98	2317	1908
ANGOLA, C. H. Elliott, principal	4 yr.	12.5	217	1935
ATTICA, R. P. Harbison, principal	4 yr.	12.6	245	1908
AUBURN, L. W. Miller, principal	4 yr.	14.6	277	1922
BATESVILLE, J. H. Frushour, principal	4 yr.	15.5	284	1950
BEDFORD, H. A. Lloyd, principal	4 yr.	27.4	506	1908
BEECH GROVE, O. L. Van Horn, principal	6 yr.	14	332	1933
BERNE, Berne-French Township, William H. Spurgeon, principal	6 yr.	13.5	288	1942
BLOOMFIELD, H. R. Russell, principal	5 yr.	13	312	1942
BLOOMINGTON:				
Bloomington, D. L. Simon, principal	6 yr.	68.5	1459	1910
University, Otto Hughes, principal	6 yr.	31.4	484	1940
BLUFFTON, F. F. Park, principal	4 yr.	17	342	1916
BOONVILLE, A. E. Bennett, principal	4 yr.	17.3	370	1933
BOSWELL, Edgar Burnett, principal	6 yr.	11	132	1941
BRAZIL, C. C. Sexton, principal	3 yr.	17.3	366	1910
BREMEN, J. B. Morland, principal	4 yr.	14.2	237	1940
BROOKVILLE, G. E. McKinney, principal	6 yr.	19.5	461	1926
BUTLER, Bruce Brubaker, principal	4 yr.	9.1	203	1930
CAMBRIDGE CITY, Lincoln, Maynard G. Wolf, principal	6 yr.	18.5	401	1933
CANNELTON, Loren Lanman, principal	6 yr.	12	228	1938
CHESTERTON, Elmer Dunbar, principal	6 yr.	19.9	514	1942
CLINTON, Helen W. Johnson, principal	6 yr.	25.8	612	1915
COLUMBIA CITY, Max Gandy, principal	4 yr.	20.7	390	1916
COLUMBUS, Judson Erne, principal	4 yr.	52.8	1260	1915
CONNERSVILLE Senior, W. A. Richards, principal	4 yr.	30.5	700	1908
COVINGTON Community, Cloyde A. Murray, principal	6 yr.	15.8	294	1941
CRAWFORDSVILLE Junior-Senior, Louis Darst, principal	6 yr.	45.7	984	1908
CROWN POINT, Austin E. Walker, principal	4 yr.	22.2	569	1928
CULVER:				
Culver, Floyd M. Annis, principal	6 yr.	15.4	283	1932
Culver Military Academy, Colonel W. E. Gregory, superintendent	4 yr.	53	620	1912
DANVILLE, Ben H. Watt, principal	6 yr.	16.8	294	1934
DECATUR, W. G. Brown, principal	6 yr.	19.6	445	1910
DELPHI, Delphi-Deer Creek Township, John Curry, principal	4 yr.	14.4	319	1940
DONALDSON, Ancilla Domini, Sister Mary Loyola, principal	4 yr.	8.1	34	1934
DUNKIRK, C. B. Salisbury, principal	6 yr.	15.4	334	1950
EARL PARK, Robert R. Norris, principal	6 yr.	7.5	62	1938
EAST CHICAGO:				
Roosevelt, Dan Simon, principal	3 yr.	24.2	399	1930
Washington, Frank E. Cash, principal	3 yr.	41.1	845	1906
EDINBURG, Dewey Manuel, superintendent	6 yr.	13.7	234	1942
ELKHART Senior, C. P. Woodruff, principal	3 yr.	46.3	1097	1906
ELWOOD, Wendell L. Willkie, M. A. Copeland, principal	4 yr.	23.1	569	1919
EVANSVILLE:				
Benjamin Bosse, David Dudley, principal	4 yr.	68.4	1693	1925
Central, Carl Shrode, principal	4 yr.	63.6	1507	1906



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Lincoln, W. E. Best, principal	7 yr.	32	741	1946
Francis J. Reitz, Neil V. Pierce, principal	4 yr.	60.2	1462	1922
FAIRMOUNT, Roland DuBois, principal	6 yr.	16	375	1926
FORT WAYNE:				
Central, J. W. Haley, principal	4 yr.	77	1445	1906
Elmhurst, Paul Haller, principal	4 yr.	19	474	1934
North Side, M. H. Northrop, principal	4 yr.	53.2	1083	1928
South Side, R. Nelson Snider, principal	4 yr.	67.3	1344	1924
FOWLER, Herman L. Snyder, principal	6 yr.	11.4	214	1936
FRANKFORT, H. L. Crouse, principal	5 yr.	45	959	1909
FRANKLIN, L. V. Tapp, principal	4 yr.	19.7	362	1908
GARRETT, J. E. Flora, principal	6 yr.	18	343	1927
GARY:				
Edison, C. E. Swingley, principal	4 yr.	11.3	257	1951
Emerson, E. A. Spaulding, principal	4 yr.	29.6	629	1908
Froebel, Dana P. Whitmer, principal	4 yr.	29.3	672	1915
Horace Mann, Paul N. Carlson, principal	4 yr.	32	776	1930
Portage Township, Lloyd H. Wagner, principal	6 yr.	20.5	477	1940
Roosevelt, H. T. Tatum, principal	4 yr.	41.6	1233	1933
Tolleston, J. W. Standley, principal	4 yr.	28.2	637	1938
Lew Wallace, Floyd Asher, principal	4 yr.	36.6	947	1933
William A. Wirt, R. O. Bohn, principal	4 yr.	13.3	236	1942
GAS CITY, Mississinewa, Lawrence H. Meyer, principal	4 yr.	16.7	350	1950
GOSHEN, Thomas J. Starr, principal	4 yr.	29.6	667	1907
GREENCASTLE, Norman McCammon, principal	6 yr.	30.5	589	1919
GREENFIELD, C. O. Griffith, principal	6 yr.	17	443	1921
GRIFFITH, Eldon Ready, principal	6 yr.	19.2	561	1946
HAGERSTOWN, Hagerstown-Jefferson, J. H. Baughman, principal	6 yr.	17.2	371	1947
HAMMOND:				
George Rogers Clark, O. B. Hayward, principal	4 yr.	30.3	700	1937
Hammond, Oliver Rapp, principal	4 yr.	58.4	1462	1908
HARTFORD CITY, Myron Clark, principal	6 yr.	30	631	1918
HEBRON, Raymond Tate, principal	6 yr.	7.5	160	1941
HOBART, Buell E. Crum, principal	4 yr.	28.4	703	1906
HOWE, Howe Military, Raymond Kelly, headmaster	4 yr.	15	156	1907
HUNTINGBURG, E. H. Loehr, principal	6 yr.	14.6	406	1940
HUNTINGTON, H. S. Johnson, principal	4 yr.	31	599	1909
INDIANAPOLIS:				
Arsenal Technical, H. H. Anderson, principal	4 yr.	231.6	3957	1916
Broad Ripple, J. Fred Murphy, principal	4 yr.	78.5	1550	1938
Crispus Attucks, R. A. Lane, principal	4 yr.	85.8	1692	1929
Thomas Carr Howe, C. M. Sharp, principal	4 yr.	62.3	1338	1942
Lawrence Central, Fred Keesling, principal	4 yr.	16.8	310	1949
Emmerich Manual Training, Burton W. Gorman, principal	4 yr.	75	1394	1908
Shortridge, Joel W. Hadley, principal	4 yr.	107.5	2043	1907
Warren Central, C. E. Eash, principal	6 yr.	47	1031	1942
George Washington, W. G. Gingery, principal	4 yr.	85	1440	1929
Tudor Hall, I. Hilda Stewart, principal	4 yr.	12	75	1921
JASPER, Claude Miller, principal	4 yr.	20.4	412	1941
JEFFERSONVILLE, C. R. Erwin, principal	4 yr.	36.2	774	1951
KENDALLVILLE, R. W. Tritch, principal	6 yr.	22.2	485	1913
KENTLAND, Alexander J. Kent, Ross Tipton, superintendent	6 yr.	10.6	165	1925
KNIGHTSTOWN:				
Knightstown, Virgil Hall, principal	6 yr.	14.3	309	1933
Morton Memorial, Vernon B. Craig, superintendent	6 yr.	19.6	268	1941

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
KOKOMO, O. I. Farmer, principal	4 yr.	72.5	1788	1908
KOUTS, Charles McMurtry, principal	6 yr.	8.2	165	1941
LAFAYETTE:				
Jefferson, Lynn Miller, principal	3 yr.	42.4	942	1908
St. Francis, Sister M. Leontine, principal	4 yr.	9.6	161	1950
LAGRANGE, William G. Gohl, principal	4 yr.	7	131	1940
LAPORTE, John M. French, principal	4 yr.	42	944	1906
LAWRENCEBURG Consolidated, H. P. Harrison, superintendent-principal	4 yr.	18.2	292	1940
LEBANON Junior-Senior, P. W. Neuman, principal	6 yr.	27.8	667	1918
LIBERTY, Short, Milton Brice, principal	6 yr.	13.7	229	1926
LIGONIER, O. R. Bangs, principal	4 yr.	8.2	123	1927
LINTON, Linton-Stockton, Estelle Phillips, principal	5 yr.	20.5	417	1928
LOGANSPOUT, J. H. Mertz, principal	6 yr.	49.7	1141	1908
LOWELL District, R. J. Brannock, principal	4 yr.	19	443	1946
MADISON, Connor K. Salm, principal	4 yr.	15	285	1916
MARION Senior, Dean B. Smith, principal	3 yr.	42.4	946	1916
MARTINSVILLE, Royce E. Kurtz, principal	4 yr.	29.2	586	1917
MICHIGAN CITY, Isaac C. Elston Senior, C. F. Humphrey, principal	3 yr.	32.6	764	1907
MISHAWAKA, R. R. Myers, principal	4 yr.	61.7	1601	1909
MONTICELLO, Monticello and Union Township, Cloyd M. Ryan, principal	3 yr.	9.9	212	1915
MONTPELIER, Montpelier-Harrison Joint, M. A. Wilson, principal	6 yr.	12.4	285	1943
MOUNT VERNON, C. W. Hames, principal	4 yr.	18.8	468	1909
MUNCIE:				
Burris, M. C. Howd, principal	5 yr.	19.8	310	1934
Central, Loren Chastain, principal	3 yr.	70.9	1494	1908
NAPPANEE, James O. Weddle, principal	6 yr.	18.9	383	1935
NEW ALBANY, Austin A. Cole, principal	4 yr.	60	1515	1948
NEW CASTLE, Henry Township Senior, Earl Lemme, principal	4 yr.	52.4	1123	1909
NEW HARMONY, Earl W. Rapp, superintendent	4 yr.	7	126	1938
NEW HAVEN Public, Paul Harding, principal	4 yr.	17.7	368	1941
NORTH JUDSON, North Judson-Wayne Township, H. C. Clausen, superintendent-principal	6 yr.	15.2	375	1926
NORTH MANCHESTER, E. H. Stone, principal	6 yr.	14.2	197	1924
NORTH VERNON, Carl Elster, principal	6 yr.	21.1	537	1950
OTTERBEIN, Frank Ogles, principal	6 yr.	8.5	116	1946
OXFORD, R. E. Hood, principal	6 yr.	7.5	99	1910
PENDLETON, Pendleton-Fall Creek, E. A. Harris, principal	6 yr.	15	346	1931
PERU, Earl Delph, principal	4 yr.	29.2	658	1922
PIERCETON, Washington Township, Howard Stouffer, principal	6 yr.	8.6	198	1927
PLAINFIELD, Virgil Gwin, principal	4 yr.	11.5	193	1940
PLYMOUTH, Lincoln, H. R. Beabout, principal	4 yr.	19	362	1918
PORTLAND, H. S. Brubaker, principal	4 yr.	18.5	418	1920
PRINCETON, Raymond Dill, principal	4 yr.	23.5	494	1925
REMINGTON, Thomas MacOwan, principal	6 yr.	8.6	145	1940
RENSSELAER, W. J. Holt, principal	4 yr.	16.1	306	1908
RICHMOND Senior, J. C. Farmer, principal	3 yr.	48.6	1116	1908
ROCHESTER Joint, Orvan VanLue, principal	4 yr.	15.3	338	1922
RUSHVILLE, C. J. Sellers, principal	6 yr.	25	530	1929
St. MEINRAD, Minor Seminary, Reverend Aemilian Elpers, principal	4 yr.	13	199	1934



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
SALEM, Salem-Washington Township, L. L. Cook, principal	4 yr.	22.5	465	1917
SEYMOUR, Shields, DeWitte Ogan, principal	4 yr.	27	644	1931
SHELBYVILLE, J. W. O. Breck, principal	4 yr.	25.3	556	1908
SOUTH BEND:				
John Adams, Galen B. Sargent, principal	3 yr.	28.5	610	1943
Central Junior-Senior, P. D. Pointer, principal	6 yr.	75.6	1763	1906
James Whitcomb Riley, Donald Dake, principal	6 yr.	66.3	1430	1932
Washington, F. O. Schoepel, principal	6 yr.	29.2	593	1939
Washington-Clay, Milton Harke, principal	4 yr.	17.6	382	1938
St. Mary's Academy, Sister Marie Claire, principal	4 yr.	6.5	132	1922
SOUTHPORT, Calvin C. Leedy, principal	4 yr.	31.4	790	1948
SPEEDWAY CITY, Lawrence Thompson, principal	6 yr.	17.7	362	1950
SULLIVAN, H. C. Gilmore, principal	6 yr.	24.6	513	1910
TELL CITY, Lester T. Lee, principal	4 yr.	15.9	349	1936
TERRE HAUTE:				
Garfield, James F. Conover, principal	4 yr.	32	486	1913
Gerstmeyer, Guy Stantz, principal	4 yr.	40	704	1929
Laboratory, Byron L. Westfall, principal	6 yr.	23	335	1914
Wiley, W. S. Forney, principal	3 yr.	34.8	583	1908
TIPTON, H. Keith Smith, principal	4 yr.	15.3	373	1923
UNION CITY, West Side, L. M. Harader, principal	6 yr.	11.2	254	1909
VALPARAISO, K. King Telle, principal	4 yr.	23.8	560	1908
VINCENNES, Lincoln, Roy R. Snider, principal	4 yr.	34.7	761	1915
WABASH, Phil N. Eskew, principal	4 yr.	20.7	450	1909
WARSAW Senior, J. W. Riley, principal	3 yr.	15.4	333	1918
WASHINGTON, H. C. Wampler, principal	6 yr.	33	766	1909
WATERLOO, Waterloo-Grant, C. L. Bowers, principal	4 yr.	8.6	150	1946
WEST LAFAYETTE, Carl M. Hammer, principal	4 yr.	19.5	303	1914
WEST TERRE HAUTE, Concannon, D. C. Chezem, principal	6 yr.	19	267	1933
WHEATFIELD, C. E. Beck, principal	6 yr.	8.6	195	1950
WHITING, George O. Burman, principal	6 yr.	28.8	529	1914
WILLIAMSPORT, C. G. Swadley, principal	4 yr.	12	157	1938
WINCHESTER, Dale H. Braun, principal	5 yr.	14.7	296	1915
IOWA				
ACKLEY, Wayne Pos, superintendent	6 yr.	12	196	1938
ALBIA, R. E. Foster, principal	4 yr.	18	402	1914
ALGONA, Otto B. Laing, superintendent	4 yr.	23	345	1906
ALTA, R. H. Jorgensen, superintendent	4 yr.	10	122	1920
AMES, Herbert Adams, principal	3 yr.	30	448	1914
ANAMOSA, S. Warner Kirlin, principal	4 yr.	16	225	1917
ATLANTIC, Warren R. Morrow, principal	4 yr.	21	372	1914
AUDUBON, Ted L. Frese, principal	4 yr.	16	323	1933
BEDFORD, R. F. Van Dyke, superintendent	4 yr.	12	210	1915
BELLE PLAINE, G. W. Argo, superintendent	6 yr.	16	280	1914
BELLEVUE, Henry W. Anderson, superintendent	4 yr.	6	63	1926
BELMOND, Don A. Faris, superintendent	4 yr.	8	185	1930
BLOOMFIELD, R. S. Laughrige, principal	5 yr.	22	451	1927
BOONE, Donald F. Seaton, superintendent	6 yr.	52	1070	1910
BRITT, L. J. Thies, superintendent	6 yr.	17	284	1925
BUFFALO CENTER, Irving Larson, superintendent	4 yr.	11	183	1927
BURLINGTON, Urban Harken, principal	3 yr.	33	904	1909
CARROLL:				
Carroll, Rolland A. Naffziger, superintendent	4 yr.	20	348	1908
St. Angela, Sister M. Suzanne Walz, principal	4 yr.	14	182	1935

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>CEDAR FALLS:</b>				
Cedar Falls, C. C. Stanard, principal	4 yr.	25	495	1909
Teachers College High, R. P. Brimm, principal	6 yr.	35	275	1913
<b>CEDAR RAPIDS:</b>				
Franklin, Bruce Allingham, principal	6 yr.	65	1281	1937
McKinley, W. L. Paxson, principal	3 yr.	20	383	1937
Mt. Mercy, Sister M. Pierre McAleer, principal	4 yr.	11	56	1930
Roosevelt, Fred J. Kluss, principal	3 yr.	55	488	1937
Wilson, Pierre A. Tracy, principal	6 yr.	45	787	1937
CENTERVILLE, E. W. Fannon, superintendent	4 yr.	19	469	1906
CHARITON, James R. Brown, principal	4 yr.	22	462	1928
CHARLES CITY, P. C. Lapham, superintendent	3 yr.	30	338	1908
<b>CHEROKEE:</b>				
Mt. St. Mary, Sister M. Evangelista, principal	4 yr.	8	53	1931
Wilson, H. A. Mahannah, principal	4 yr.	18	286	1908
CLARINDA, Neil Rippe, principal	3 yr.	18	267	1909
CLARION, C. J. Christiansen, superintendent	3 yr.	13	222	1917
CLEAR LAKE, T. G. Burns, superintendent	4 yr.	17	310	1921
<b>CLINTON:</b>				
Clinton, Olen Higbee, principal	4 yr.	44	884	1920
Lyons, R. H. Whitnall, principal	3 yr.	16	220	1916
Mt. St. Clare, Sister Mary Rupert, principal	4 yr.	7	87	1931
Our Lady of Angels, Sister M. Anna Michael, principal	4 yr.	8	66	1936
COLFAX, Charles C. Clark, superintendent	4 yr.	10	177	1916
CORNING, D. D. Dunlavy, superintendent	4 yr.	16	294	1912
CORRECTIONVILLE, Melvin W. Farley, superintendent	4 yr.	9	94	1928
CORYDON, Gerald C. Bryan, superintendent	4 yr.	11	209	1908
<b>COUNCIL BLUFFS:</b>				
Abraham Lincoln, Theron R. Stuelke, principal	4 yr.	39	873	1907
Thomas Jefferson, Ray F. Myers, principal	4 yr.	42	926	1927
CRESCO, John L. Yourd, principal	4 yr.	16	277	1907
CRESTON, Arlo G. Woods, principal	4 yr.	17	426	1926
<b>DAVENPORT:</b>				
Davenport, Roger Berry, principal	3 yr.	76	1931	1908
Immaculate Conception, Sister Mary Eunicia, principal	4 yr.	14	360	1931
St. Ambrose Academy, Reverend John B. McNery, principal	4 yr.	19	371	1927
St. Katharine's, Katherine Zierleyn, head	4 yr.	9	54	1951
DECORAH, Philip Fjelsted, superintendent	4 yr.	23	467	1907
DENISON, Harold Welch, superintendent	4 yr.	19	390	1910
<b>DES MOINES:</b>				
Dowling, Reverend Thomas J. Costin, principal	4 yr.	17	434	1932
East, O. G. Prichard, principal	3 yr.	49	1366	1905
Lincoln, Aaron C. Hutchins, principal	3 yr.	28	639	1927
North, S. E. Thompson, principal	3 yr.	36	878	1905
Roosevelt, Emmett J. Hasty, principal	3 yr.	46	1058	1924
St. Joseph Academy, Sister M. Josetta, principal	4 yr.	18	420	1936
Technical, E. C. Betz, principal	3 yr.	47	797	1944
DE WITT, C. A. Ekstrand, superintendent	4 yr.	11	248	1938
DOWS, Earl L. Tubbs, superintendent	4 yr.	8	108	1938
<b>DUBUQUE:</b>				
Academy of the Visitation, Sister M. Helen Carey, principal	4 yr.	14	134	1926
Immaculate Conception, Sister M. Rita Clare Becker, principal	4 yr.	12	298	1938
Loras, Reverend Loras J. Watters, principal	4 yr.	24	656	1906



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Senior, George W. Lee, principal	3 yr.	35	699	1906
EAGLE GROVE, A. M. Quintard, principal	4 yr.	24	342	1906
EARLHAM, C. Arthur Hansen, superintendent	4 yr.	7	125	1922
ELDORA, F. K. Schmidt, superintendent	4 yr.	12	187	1917
ELKADER, George Manus, superintendent	4 yr.	10	140	1912
EMMETSBURG, Kyle C. Jones, superintendent	4 yr.	21	251	1915
ESTHERVILLE, Walter B. Hammer, principal	4 yr.	20	425	1923
EXIRA, M. E. Bryson, superintendent	4 yr.	9	163	1932
FAIRFIELD, A. W. Salisbury, principal	4 yr.	25	507	1912
FONDA, M. F. Christie, superintendent	4 yr.	5	50	1923
FOREST CITY, A. H. Schuler, superintendent	4 yr.	15	282	1921
FORT DODGE, Wesley A. Erbe, principal	3 yr.	37	858	1908
FORT MADISON, George H. Nickle, principal	4 yr.	28	545	1912
GARNER, Allen N. Stroh, superintendent	4 yr.	10	164	1925
GLENWOOD, M. C. Martin, superintendent	4 yr.	12	223	1939
GOWRIE, M. M. Culver, superintendent	6 yr.	9	147	1920
GREENFIELD, R. J. Green, superintendent	4 yr.	12	227	1932
GRINNELL, B. C. Holmes, superintendent	4 yr.	24	392	1904
GRUNDY CENTER, Leonard M. Thompson, principal	3 yr.	10	131	1923
GUTHRIE CENTER, P. J. Jarman, superintendent	3 yr.	14	260	1924
GUTTENBERG, M. F. Cheever, superintendent	4 yr.	8	98	1924
HAMBURG, Irving J. Hickman, superintendent	4 yr.	10	115	1941
HAMPTON, Marvin L. Larson, principal	4 yr.	17	239	1917
HARLAN, Ray A. Killion, superintendent	4 yr.	19	311	1927
HAWARDEN, Wm. N. Grimes, superintendent	4 yr.	9	201	1927
HOLSTEIN, Harlan H. Hanson, superintendent	4 yr.	8	124	1936
IDA GROVE, John A. Montgomery, principal	4 yr.	13	173	1928
INDEPENDENCE, R. V. Lybeck, principal	4 yr.	17	252	1910
INDIANOLA, W. H. Hoyman, superintendent	3 yr.	18	259	1910
IOWA CITY:				
City, Buford W. Garner, principal	4 yr.	41	689	1905
University, J. E. McAdam, principal	6 yr.	42	236	1930
IOWA FALLS, W. C. Hilburn, superintendent	4 yr.	22	351	1913
JEFFERSON, Ernest A. Prehm, superintendent	4 yr.	13	278	1938
KEOKUK, Franklin A. Stone, principal	3 yr.	24	488	1925
KINGSLEY, D. G. Keoppel, superintendent	4 yr.	7	117	1942
KNOXVILLE, Floyd A. Davis, superintendent	4 yr.	20	407	1919
LAKE CITY, C. R. Laughrige, superintendent	6 yr.	28	269	1928
LAKE MILLS, Wm. H. Young, superintendent	4 yr.	13	225	1928
LE MARS, Harvey N. Kluckhohn, superintendent	3 yr.	20	286	1914
LOGAN, C. E. Matthews, superintendent	4 yr.	10	138	1914
MANCHESTER, J. W. Goodman, principal	4 yr.	15	269	1907
MANILLA, C. E. Thomas, superintendent	5 yr.	8	163	1935
MANLY, Donald Southard, superintendent	4 yr.	8	128	1937
MANSON, Melvin E. Heiler, principal	4 yr.	11	188	1924
MAPLETON, J. W. Brouwer, superintendent	4 yr.	10	157	1921
MAQUOKETA, Robert E. Owen, principal	4 yr.	20	323	1906
MARENGO, G. G. Bellamy, superintendent	4 yr.	10	176	1908
MARION, C. B. Vernon, superintendent	4 yr.	14	371	1917
MARSHALLTOWN, B. R. Miller, principal	3 yr.	36	530	1908
MASON CITY, P. O. Brunswold, principal	3 yr.	39	930	1910
MILFORD, A. W. VanderWilt, superintendent	6 yr.	6	160	1930
MISSOURI VALLEY, K. W. Miller, superintendent	6 yr.	23	442	1908
MONTICELLO, Boyd Shannon, superintendent	4 yr.	16	264	1915
MORAVIA, John T. Oard, superintendent	4 yr.	8	148	1927
MT. PLEASANT, C. A. Cottrell, superintendent	4 yr.	18	428	1913
MUSCATINE, Fred G. Messenger, principal	4 yr.	39	943	1909
NEVADA, Vernal A. Jones, superintendent	4 yr.	11	148	1922

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
NEW HAMPTON, A. J. Bredall, superintendent	4 yr.	17	297	1919
NORTHWOOD, Russell J. Baker, superintendent	4 yr.	10	178	1928
NEWTON, B. C. Berg, superintendent	6 yr.	43	1186	1908
ODEBOLT, Bartley Ogden, superintendent	3 yr.	13	98	1932
OELWEIN, Horace Hoover, principal	3 yr.	18	240	1923
ONAWA, Doyle O. Carpenter, superintendent	4 yr.	11	257	1908
ORANGE CITY, Northwestern Classical Academy, Jacob Heemstra, president	4 yr.	8	50	1930
OSAGE, Ira E. Larson, principal	4 yr.	17	265	1909
OSCEOLA, Kenneth Kemp, superintendent	4 yr.	15	308	1930
OSKALOOSA, K. V. Stephenson, principal	4 yr.	35	624	1908
OTTUMWA:				
Ottumwa, J. Van Antwerp, principal	3 yr.	43	1135	1927
Ottumwa Heights Academy, Sister M. Ancille Kennedy, principal	4 yr.	10	101	1908
PARKERSBURG, E. Paul Reher, superintendent	4 yr.	10	145	1949
PELLA, C. C. Buerkens, superintendent	4 yr.	14	273	1939
PERRY, J. S. Vanderlinden, superintendent	6 yr.	25	507	1924
POSTVILLE, K. T. Cook, superintendent	4 yr.	10	176	1921
PRIMGHAR, S. L. O'Donnell, superintendent	4 yr.	6	108	1939
RADCLIFFE, Hubert L. Moeller, superintendent	4 yr.	7	145	1924
RED OAK, E. B. Lynch, superintendent	4 yr.	22	345	1918
RICEVILLE, Walter L. Edwards, superintendent	4 yr.	9	184	1925
ROCK RAPIDS, A. O. Voogd, superintendent	6 yr.	11	227	1918
ROCKWELL CITY, A. C. Anderson, superintendent	6 yr.	14	258	1930
SAC CITY, Roy H. Jorgensen, principal	6 yr.	19	354	1924
SHELDON, J. Dwight Denny, principal	4 yr.	20	251	1913
SHENANDOAH, A. S. Carlsen, principal	4 yr.	21	340	1919
SIBLEY, W. Paul Forney, superintendent	4 yr.	13	221	1914
SIGOURNEY, H. V. Snodgrass, superintendent	4 yr.	11	177	1928
SIoux CENTER, E. O. Kinsey, superintendent	3 yr.	10	153	1941
SIoux CITY:				
Central, A. G. Heitman, principal	3 yr.	60	1207	1908
East, S. M. Hickman, principal	3 yr.	36	594	1908
Heelan, Reverend Eugene Kevane	4 yr.	38	802	1951
Leeds, John F. Schmidt, principal	4 yr.	17	221	1926
SPENCER, William Bolt, principal	4 yr.	25	452	1909
STORM LAKE, G. B. Moore, principal	4 yr.	17	230	1915
STORY CITY, F. H. Montgomery, superintendent	4 yr.	8	112	1922
STUART, Paul J. Simons, superintendent	4 yr.	8	135	1920
SUMNER, M. M. Rogers, superintendent	4 yr.	11	201	1937
TABOR, Russell C. Polton, superintendent	4 yr.	7	105	1922
TAMA, Ben Jones, superintendent	4 yr.	12	254	1919
TIPTON, Harold J. Snyder, principal	3 yr.	15	184	1931
TOLEDO, Melvin D. Anderson, superintendent	4 yr.	10	200	1919
VILLISCA, D. R. Littell, superintendent	6 yr.	13	264	1916
VINTON, H. J. Eastman, superintendent	4 yr.	18	336	1914
WASHINGTON, M. Robert Everetts, principal	4 yr.	24	395	1916
WATERLOO:				
East, Charles L. Hoffman, principal	4 yr.	35	856	1912
West, Wm. W. Gibson, principal	3 yr.	43	713	1908
WAUKON, B. H. Graeber, superintendent	4 yr.	12	341	1922
WAVERLY, J. K. Haehlen, superintendent	4 yr.	20	326	1927
WEBSTER CITY, J. H. McBurney, superintendent	3 yr.	25	364	1913
WEST LIBERTY, M. J. Johnasen, superintendent	4 yr.	12	149	1907
WINTERSET, H. C. Miller, principal	4 yr.	18	336	1923
WOODBINE, Henry A. Boone, superintendent	4 yr.	9	166	1924



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
KANSAS				
ABILENE, E. L. Fiedler, principal	4 yr.	24.1	367	1910
ALMA, J. C. Edwards, superintendent	4 yr.	7.25	113	1913
ALTAMONT, Labette County Community, Herman F. Harrison, principal	4 yr.	24	493	1941
ANTHONY, Wilmot D. Carr, superintendent	4 yr.	11.3	224	1923
ARGONIA, W. E. Hoggatt, superintendent	4 yr.	7	81	1936
ARKANSAS CITY, H. J. Clark, principal	3 yr.	26.1	556	1924
ARMA, Crawford Community, Raymond Rowland, principal	4 yr.	8.5	147	1928
ASHLAND, J. E. Humphreys, superintendent	4 yr.	11.2	133	1920
ATCHISON:				
Atchison, G. L. Cleland, principal	6 yr.	36.5	866	1913
Maur Hill, Anthony H. Reilman, principal	4 yr.	10.6	188	1926
Mt. St. Scholastica, Sister M. Ambrose, principal	4 yr.	10.3	178	1928
ATTICA, John A. Jeffries, superintendent	6 yr.	8.4	108	1928
ATWOOD Community, Wayne W. Loomis, principal	4 yr.	12.25	167	1940
AUGUSTA, C. W. Gustafson, principal	4 yr.	14.85	347	1920
BALDWIN, Robert W. Ridgway, principal	4 yr.	9.2	131	1937
BAXTER SPRINGS, Paul G. Chrisman, superintendent	4 yr.	12	270	1923
BAZINE, W. G. Hegarty, principal	4 yr.	7	82	1933
BELLE PLAINE, Walter A. Fillmore, principal	4 yr.	7.79	94	1932
BELLEVILLE, Robert E. Butler, superintendent	4 yr.	12	214	1925
BELOIT, John S. Morrell, superintendent	4 yr.	16	271	1922
BETHEL, Washington, Claude A. Huyck, principal	4 yr.	19.66	462	1951
BEVERLY, H. D. Hoskins, principal	4 yr.	6	47	1938
BIRD CITY, J. B. Hoffert, principal	4 yr.	10	126	1938
BLUE RAPIDS, O. C. Sharp, superintendent	4 yr.	7.25	95	1926
BONNER SPRINGS, James J. Whitehead, principal	4 yr.	13.5	215	1923
BUCKLIN, Harold V. Webb, superintendent	4 yr.	9	85	1920
BUHLER, Milo Stucky, principal	4 yr.	12.5	196	1947
BURLINGTON, S. O. Avery, principal	4 yr.	12.6	231	1912
BURNS, Paul Ridgway, superintendent	4 yr.	6.5	68	1943
CALDWELL, B. E. Terrell, superintendent	4 yr.	10.8	183	1921
CANEY, Gordon A. Yeargan, superintendent	6 yr.	14.66	305	1923
CEDAR VALE, James E. Humble, superintendent	4 yr.	8.3	123	1923
CHANUTE, Howard A. Jester, principal	3 yr.	23.6	426	1911
CHAPMAN, Dickinson County Community, W. F. Kuiken, principal	4 yr.	21	343	1926
CHEROKEE, Crawford Community, George E. Wilson, superintendent	4 yr.	8.7	165	1923
CHERRYVALE, Hi A. Vincent, principal	3 yr.	8.4	141	1912
CIMARRON, A. S. Arnold, superintendent	6 yr.	12	181	1924
CLAFLIN, Walter H. Hukriede, superintendent	6 yr.	9.86	132	1933
CLAY CENTER Community, George C. Stevens, principal	4 yr.	20	373	1911
CLEARWATER, G. W. Reida, superintendent	4 yr.	8	108	1938
CLYDE, C. A. Martins, superintendent	4 yr.	7.1	120	1930
COFFEYVILLE, Field Kindley Memorial, Clark Hendrix principal	3 yr.	33	749	1927
COLBY Community, R. L. Dennen, principal	4 yr.	15	221	1929
COLUMBUS, Cherokee County Community, W. L. Brown, principal	4 yr.	26	507	1923
CONCORDIA, Arthur W. Mastin, principal	6 yr.	26.8	532	1910
COTTONWOOD FALLS, Chase County Community, Herbert A. Derfelt, principal	4 yr.	8	76	1922
COUNCIL GROVE, Arthur R. Partridge, principal	4 yr.	12.6	214	1947
CULLISON, Erle W. Haring, superintendent	6 yr.	7.33	75	1937

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
DIGHTON, Lane County Community, Frank E. Strickler, principal	4 yr.	14	155	1929
DODGE CITY, Frank B. Toalson, principal	3 yr.	23	472	1912
DOUGLASS, Claude A. Brock, superintendent	4 yr.	7	88	1929
EFFINGHAM, Atchison County Community, Kenneth M. Heywood, principal	4 yr.	15	273	1911
EL DORADO, W. M. Staerkel, principal	3 yr.	27	519	1911
ELKHART, Raymond H. Harrison, superintendent	6 yr.	9.16	159	1928
ELLINWOOD, R. M. Schadt, superintendent	4 yr.	11.8	207	1947
ELLIS, E. A. Fitzgerald, superintendent	4 yr.	13.16	236	1924
ELLSWORTH, James E. Phillippi, principal	4 yr.	14.5	183	1915
EMPORIA:				
Emporia, Herbert I. Bruning, principal	3 yr.	31.5	601	1908
Roosevelt (K.S.T.C.), Rolland A. Alterman, superintendent	6 yr.	16.7	93	1935
EUDORA, D. E. Kerr, principal	4 yr.	7	94	1925
EUREKA, R. L. Dodd, principal	4 yr.	15.5	273	1917
FLORENCE Memorial, Don L. Farmer, superintendent	6 yr.	8.9	129	1922
FORT SCOTT, John F. Haberbosch, principal	4 yr.	25.8	507	1906
FOWLER, J. C. Witter, superintendent	6 yr.	10.75	142	1939
FRANKFORT, C. C. Ross, superintendent	4 yr.	8.3	146	1929
FREDONIA, Kendall Jackson, principal	4 yr.	14	285	1922
FRONTENAC, Washington, Margaret Monahan, principal	3 yr.	6	87	1925
GARDEN CITY, A. H. Elland, principal	3 yr.	16.91	422	1913
GARNETT, Frohman Meeker, principal	4 yr.	13.5	258	1911
GIRARD, Jane Townsend, principal	4 yr.	12	221	1919
GLASCO, Guy B. Homman, superintendent	4 yr.	7.75	64	1925
GOODLAND, Sherman County Community, Stanley M. Porter, superintendent	4 yr.	21.3	364	1932
GREAT BEND, R. E. Gunn, principal	4 yr.	30.8	693	1919
GREENSBURG, D. L. Miller, superintendent	4 yr.	10.3	115	1927
HALSTEAD, C. M. Shenk, superintendent	4 yr.	9.2	100	1925
HAMILTON, C. M. Smith, principal	4 yr.	8.5	95	1930
HANOVER, Harley A. Prichard, superintendent	4 yr.	7	99	1941
HARPER, W. C. Fleming, principal	4 yr.	10.5	167	1923
HAVEN, Fred H. Howell, principal	4 yr.	10	131	1938
HAVILAND, Elgin A. Denio, principal	4 yr.	6	59	1936
HAYS, Clyde W. Rothgeb, principal	6 yr.	28.5	503	1916
HERINGTON, Edwin Leroy Butterfield, principal	4 yr.	13	204	1926
HIAWATHA, M. F. Stark, superintendent	3 yr.	9.88	169	1909
HILLSBORO, H. B. Kliever, principal	4 yr.	12.7	202	1940
HOISINGTON, C. C. Hardy, principal	4 yr.	17.5	334	1916
HOLTON, George E. Bistline, superintendent	6 yr.	16	268	1927
HOLYROOD, C. E. Gerber, principal	4 yr.	6.3	69	1937
HOPE, Carl P. Wanasek, superintendent	4 yr.	7	102	1930
HORTON, Ernest E. Barnard, superintendent	6 yr.	13.6	196	1918
HOWARD, Sidney E. Trimmell, superintendent	4 yr.	7	122	1924
HOXIE, Sheridan Community, Lorence D. Laird, principal	4 yr.	10.2	162	1928
HUGOTON, C. C. Reynolds, principal	4 yr.	14	185	1939
HUMBOLDT, A. J. Trueblood, principal	4 yr.	14.5	214	1914
HUTCHINSON, R. C. Guy, principal	3 yr.	43.5	1099	1908
INDEPENDENCE, Fred Cinotto, principal	3 yr.	22.65	467	1911
INMAN, Roland Juhnke, principal	4 yr.	10	115	1940
IOLA, Floyd C. Smith, principal	3 yr.	15.8	322	1908
JEWELL, Leo Bass, superintendent	4 yr.	6.25	71	1925
JUNCTION CITY, H. D. Karns, principal	6 yr.	33	909	1906
KANSAS CITY:				
Argentine, J. C. Harmon, principal	3 yr.	21.8	587	1915



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Rosedale, Dudley F. Bentley, principal	3 yr.	12.8	262	1915
Sumner, John A. Hodge, principal	4 yr.	29.5	940	1926
Ward, Sister Patricia, principal	4 yr.	23.2	655	1934
Wyandotte, R. C. Johnson, principal	3 yr.	65.8	1917	1906
KINCAID, Lloyd J. Schurr, principal	4 yr.	6.6	85	1941
KINGMAN, L. N. Gish, principal	4 yr.	14.8	260	1913
KINSLEY, Harold Dawson, superintendent	4 yr.	11.5	173	1913
KIOWA, Walter Blake, principal	6 yr.	11.6	172	1921
LAKIN, John Forest Riggs, principal	4 yr.	9.44	113	1946
LANSING, J. M. Collie, principal	4 yr.	7.3	78	1932
LARNED, Paul L. Reed, principal	4 yr.	17	316	1924
LAWRENCE:				
Liberty Memorial, Neal M. Wherry, principal	3 yr.	30.3	641	1914
Haskell Institute, Solon G. Ayers, superintendent	4 yr.	39	728	1950
LEAVENWORTH:				
Leavenworth, C. E. Taylor, principal	4 yr.	34	728	1906
Immaculata, Sister Anne Clarice, principal	4 yr.	7.35	175	1930
LENORA, Victor O. Ward, principal	4 yr.	5.5	54	1931
LEON, A. J. Seely, principal	4 yr.	9.4	114	1942
LEOTI, Wichita County Community, Jess Vague, principal	4 yr.	9.16	144	1932
LIBERAL, H. E. Malin, principal	6 yr.	35.3	646	1924
LINCOLN, Harold C. Pitts, principal	4 yr.	12	182	1924
LINDSBORG, LaVern W. Soderstrom, superintendent	4 yr.	11.9	152	1916
LOGAN, Ross Beatch, superintendent	4 yr.	8	97	1940
LYONS, John Buller, Jr., principal	4 yr.	14.4	278	1923
McLOUTH, V. J. Cramer, principal	4 yr.	6.1	79	1925
McPHERSON, R. W. Potwin, superintendent	4 yr.	23.4	481	1911
MACKSVILLE, Fred H. Nace, Jr., superintendent	6 yr.	9	120	1938
MADISON, Louis R. Newsham, principal	4 yr.	10.25	147	1932
MANHATTAN, Herbert H. Bishop, principal	3 yr.	25.1	455	1915
MANKATO, Lowell O. Yasmer, superintendent	4 yr.	9.5	119	1916
MARION, Erle W. Volkland, principal	4 yr.	10.6	179	1913
MARQUETTE, Edgar Reed, superintendent	6 yr.	8.3	89	1932
MARYSVILLE, D. E. Wolgast, superintendent	4 yr.	20.5	395	1912
MEADE, Kenneth S. Hill, superintendent	4 yr.	12	141	1932
MEDICINE LODGE, M. P. Forker, superintendent	4 yr.	14.1	189	1924
MERRIAM, Shawnee Mission, Howard McEachen, principal	4 yr.	52	1518	1925
MILTONVALE, Ben A. Neill, principal	4 yr.	7.25	93	1926
MINNEAPOLIS, Clair M. Sloan, superintendent	6 yr.	15.3	242	1927
NEODESHA, Ray E. Heller, principal	6 yr.	21.66	428	1913
NESS CITY, Clay W. Brown, principal	4 yr.	7.55	190	1923
NEWTON, Frank Lindley, principal	6 yr.	44	1045	1911
NICKERSON, Reno Community, W. D. Munson, principal	4 yr.	13	169	1911
NORTON Community, Gerald Travis, principal	4 yr.	14.2	228	1923
OBERLIN, Decatur Community, H. G. Mahon, superintendent	4 yr.	15	269	1923
OLATHE, St. John Memorial, Clarence H. Branson, principal	3 yr.	14	247	1911
OSAGE CITY, P. M. Maxwell, principal	4 yr.	10.56	198	1936
OSAWATOMIE, Frank A. Stocking, principal	4 yr.	16	293	1923
OSBORNE, Martin Isaacson, superintendent	4 yr.	11.3	163	1924
OSKALOOSA, Walter E. Myers, superintendent	4 yr.	7.8	68	1929
OSWEGO, John R. Hughes, superintendent	4 yr.	11	123	1922
OTTAWA, Leroy E. Hood, principal	6 yr.	38.33	797	1918
OXFORD, Waldo V. Sease, principal	4 yr.	8.1	85	1930

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>PAOLA:</b>				
Paola, Carl F. Gump, principal	6 yr.	21.2	393	1908
Ursuline Academy, Sister M. Augustine, superintendent	4 yr.	9	65	1926
PARKER, Dale D. Lemon, principal	4 yr.	8	108	1938
PARSONS, Chas. E. Thiebaud, principal	2 yr.	14	286	1916
PARTRIDGE, D. D. Murphy, principal	4 yr.	6	57	1930
PAWNEE ROCK, Dodds M. Turner, superintendent	6 yr.	9.25	103	1926
PEABODY, Robert H. Krieger, superintendent	4 yr.	11.5	118	1921
PHILLIPSBURG, Paul Kennedy, principal	4 yr.	13.6	217	1925
<b>PITTSBURG:</b>				
Pittsburg, John L. England, principal	3 yr.	25.8	451	1914
College High, W. E. Matter, principal	6 yr.	10.9	132	1922
PLAINS, Daniel C. Brandner, superintendent	6 yr.	11.25	120	1927
PLEASANTON, Joe B. Forsyth, superintendent	4 yr.	7.25	105	1932
PRATT, H. B. Unruh, principal	2 yr.	11.24	194	1921
QUINTER, L. Carl Cox, principal	4 yr.	9	127	1933
ROSSVILLE, H. D. Richardson, principal	4 yr.	8	83	1925
RUSSELL, W. S. Knox, principal	4 yr.	19	376	1927
St. FRANCIS Community, G. E. Greene, principal	4 yr.	12	201	1932
St. JOHN, Wayne E. Mase, superintendent	6 yr.	14.6	240	1948
St. MARY'S, Richard F. Reichert, principal	4 yr.	10	103	1933
SABETHA, Albert Unruh, superintendent	4 yr.	10.8	167	1912
<b>SALINA:</b>				
Salina, W. W. Waring, principal	3 yr.	35.6	820	1910
Sacred Heart Cathedral, Sister Joseph Patricia, superintendent	4 yr.	8	177	1925
SCANDIA, Harry Quantic, superintendent	4 yr.	6.16	78	1937
SCOTT CITY, Scott Community, Robert Burnett, principal	4 yr.	15	273	1939
SEDAN, T. N. Millard, principal	4 yr.	11.75	185	1922
SEDGWICK, W. G. Trimmell, superintendent	4 yr.	6.1	57	1930
SENECA, C. A. Gordon, superintendent	6 yr.	8	140	1920
SMITH CENTER, Vaughn E. McColey, superintendent	4 yr.	11.25	170	1921
SOLOMON, J. A. Buckles, superintendent	4 yr.	8	83	1929
SPEARVILLE, L. M. Foster, superintendent	4 yr.	7.5	98	1939
STAFFORD, G. H. Wedelin, superintendent	3 yr.	10.5	153	1911
SUBLETTE, Ralph L. Duncan, principal	4 yr.	7.6	78	1937
SYRACUSE, Clarence R. Spong, superintendent	6 yr.	16	255	1924
<b>TOPEKA:</b>				
Topeka, E. B. Weaver, principal	3 yr.	79.75	1811	1906
Hayden, Sister Mary Patrice, principal	4 yr.	13.6	418	1929
Highland Park, Walter Hines, principal	4 yr.	26.2	426	1934
TRIBUNE, Greeley County Community, Claude A. Welch, principal	4 yr.	10	126	1948
TROY, C. W. Trogden, principal	4 yr.	9.16	119	1929
TURNER, T. R. Palmquist, principal	4 yr.	17.3	366	1937
VALLEY FALLS, Frank Thomas, superintendent	4 yr.	8	126	1930
WAKEENEY, Trego Community, D. R. Lidikay, principal	4 yr.	16	237	1912
WAMEGO, George R. McCormick, principal	4 yr.	15.2	240	1917
WASHINGTON, H. H. Darby, superintendent	4 yr.	8.5	143	1920
WATERVILLE, C. C. Reitz, superintendent	4 yr.	7.5	74	1932
WATHENA, J. G. Williams, principal	4 yr.	8.57	87	1931
WELLINGTON, U. H. Budd, principal	6 yr.	32.7	709	1906
<b>WICHITA:</b>				
East, Walter L. Cooper, principal	3 yr.	110.52	2779	1906
Mount Carmel Academy, Sister Mary St. Ellen, principal	4 yr.	12	139	1941



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
North, C. E. Strange, principal	3 yr.	77.78	1964	1941
Planeview, Sid F. Moore, principal	6 yr.	42	846	1944
St. Mary's Inter-Parochial, Sister M. Laura, principal	4 yr.	27.8	543	1937
Sacred Heart Academy, Sister Mary Esther, principal	4 yr.	12.8	202	1937
WILSON, S. G. Huebner, superintendent	6 yr.	9.3	132	1927
WINFIELD:				
Winfield, Herbert C. Hawk, principal	6 yr.	42	973	1909
St. John's Academy, Carl S. Munding, principal	4 yr.	7	137	1935
YATES CENTER, Clarence S. Martin, principal	4 yr.	13	230	1925
MICHIGAN				
ADRIAN:				
Senior, Robert L. Hayden, principal	3 yr.	29	604	1904
St. Joseph Academy, Sister Mary Barbara, principal	4 yr.	9	139	1945
ALBION, Washington Gardner, W. C. Harton, principal	3 yr.	18	395	1907
ALGONAC, George A. Johnson, principal	6 yr.	17	367	1931
ALLEGAN, Joseph M. Mulready, principal	4 yr.	21	472	1910
ALMA Senior, F. R. Phillips, superintendent	3 yr.	21	386	1912
ALPENA, M. E. Finch, principal	4 yr.	42	1004	1914
ANN ARBOR:				
Ann Arbor, Nicholas Schreiber, principal	3 yr.	55	1143	1904
University, J. M. Trytten, principal	3 yr.	24	153	1927
BAD AXE, Frank E. Dodge, superintendent	4 yr.	17	346	1925
BANGOR, Glenn Wertenberger, principal	6 yr.	15	312	1938
BARAGA Township, N. J. Martin, superintendent	4 yr.	13	163	1932
BATTLE CREEK:				
Battle Creek, Don Randall, principal	3 yr.	70	1590	1904
Lakeview, T. N. Thomas, principal	3 yr.	25	533	1929
BAY CITY:				
Central, Paul W. Briggs, principal	4 yr.	68	1477	1921
Handy, Arthur Cansfield, principal	4 yr.	60	1393	1951
St. James, Sister Regina Clare, principal	4 yr.	8	209	1929
BELDING, Malcom R. Mackay, principal	6 yr.	20	516	1917
BELLEVILLE, Anthony S. Matulis, principal	3 yr.	15	376	1939
BENTON HARBOR, Chas. Semler, principal	4 yr.	50	1149	1906
BERKLEY, Rock Fleming, principal	4 yr.	28	791	1929
BERRIEN SPRINGS, Emmanuel Missionary College Academy, R. A. Johnson, principal	4 yr.	7	117	1922
BESSEMER, A. D. Johnston, E. J. Oas, superintendent	3 yr.	12	228	1905
BIG RAPIDS, Richard C. Donley, principal	4 yr.	30	529	1925
BIRMINGHAM, Baldwin, Ross A. Wagner, principal	3 yr.	33	668	1912
BLISSFIELD, F. J. Strayer, superintendent	4 yr.	13	297	1928
BLOOMFIELD HILLS, John Jacobs, superintendent	6 yr.	9	170	1940
BOYNE CITY, L. E. White, superintendent	6 yr.	17	371	1911
BUCHANAN, Pierre Bailey, principal	4 yr.	24	355	1924
CADILLAC, George H. Mills, principal	4 yr.	28	667	1907
CALUMET, James E. Sheridan, principal	4 yr.	35	655	1904
CARO, L. D. Mills, superintendent	3 yr.	26	290	1925
CARSON CITY, Donald F. Wilson, superintendent	6 yr.	19	241	1931
CASS CITY, Willis Campbell, superintendent	6 yr.	19	503	1950
CASSOPOLIS, G. H. Dominy, superintendent	4 yr.	11	235	1937
CEDAR SPRINGS, C. J. Tysse, superintendent	4 yr.	9	178	1931
CHARLEVOIX, H. E. Bingham, principal	4 yr.	11	230	1927
CHARLOTTE, John B. Smith, principal	4 yr.	23	492	1904
CHEBOYGAN, C. F. Snellenberger, principal	4 yr.	19	452	1914
CHELSEA, Albert C. Johnson, superintendent	6 yr.	13	323	1928

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
CHESANING Union, William A. Luyendyk, superintendent	5 yr.	16	372	1938
CLARE, Floyd Norcutt, principal	4 yr.	15	292	1930
CLAWSON, Paul A. Schalm, superintendent	4 yr.	15	432	1928
COLDWATER, Kermit Dennis, principal	3 yr.	21	415	1923
COLON Community, A. Jaffe, superintendent	5 yr.	9	178	1939
CONSTANTINE, Bert Zimmer, superintendent	5 yr.	9	205	1928
CROSWELL, Croswell-Lexington Rural Agricultural, N. G. Cobb, superintendent	4 yr.	16	403	1916
CRYSTAL FALLS, K. W. Schulze, superintendent	4 yr.	10	217	1908
DEARBORN:				
Dearborn, Otto H. Olsen, principal	4 yr.	71	1581	1926
Edison Institute, Melvin C. Yahnke, superintendent	4 yr.	18	89	1949
Fordson, Dorman W. Ardis, principal	3 yr.	90	1738	1926
DECATUR, W. C. Bates, superintendent	6 yr.	14	262	1931
DETROIT:				
Cass Technical, W. E. Stirton, principal	3 yr.	122	2910	1916
Central, T. J. Gunn, principal	3 yr.	84	2323	1904
Chadsey, J. G. Wolber, principal	4 yr.	86	1689	1935
Commerce, H. L. Davis, principal	3 yr.	65	1725	1928
Cooley, Owen A. Emmons, principal	4 yr.	121	3336	1928
Denby, Leigh G. Cooper, principal	4 yr.	144	4213	1931
Eastern, John J. Powels, principal	3 yr.	56	1466	1904
Mackenzie, Joseph F. Pinnock, principal	4 yr.	145	4027	1932
Miller, William E. Merritt, principal	4 yr.	68	1737	1936
Northeastern, Henry Eddy, principal	3 yr.	62	1482	1918
Northern, Arthur L. McGrath, principal	4 yr.	76	1763	1918
Northern Evening, Arthur H. Brown, principal	4 yr.	28	617	1931
Northwestern, Charles G. Burns, principal	3 yr.	76	1347	1915
Pershing, Loren C. Bow, principal	4 yr.	109	3035	1931
Redford, Homer A. Clark, principal	4 yr.	128	3729	1926
Redford Union, M. G. Burdick, principal	4 yr.	39	691	1944
Southeastern, Charles A. Daly, principal	3 yr.	89	2157	1920
Southwestern, Walter L. Draper, principal	4 yr.	57	1356	1916
Western, Ivan Mitchell, assistant principal	4 yr.	77	1984	1905
Girls Catholic Central, Sister Mary Raymond, principal	4 yr.	12	278	1928
Detroit Institute of Technology, Evening, John Shotwell, principal	4 yr.	4	91	1926
Dominican, Sister Mary Alice, principal	4 yr.	41	1227	1944
Felician Sisters, Sister Mary Bonfilia, principal	4 yr.	9	163	1926
Immaculata, Sister Frances Loretta, principal	4 yr.	22	721	1950
Sacred Heart, Mother K. S. Wansboro, principal	4 yr.	9	77	1929
St. Bernard, Sister M. Phyllis, principal	4 yr.	8	234	1929
St. Leo, Sister Ann Noreen, principal	4 yr.	13	301	1925
University of Detroit, John F. Sullivan, principal	4 yr.	35	925	1917
DOLLAR BAY, Robert J. Hodges, superintendent	6 yr.	9	118	1910
DOWAGIAC Central, Edward F. Dorgan, principal	4 yr.	25	582	1906
DUNDEE, F. M. Ayres, superintendent	6 yr.	19	442	1931
EAST DETROIT, R. S. Christenson, principal	6 yr.	62	1674	1927
EAST GRAND RAPIDS, Richard F. Stauffer, principal	6 yr.	29	530	1925
EAST JORDAN, Earl Wagner, principal	6 yr.	14	373	1917
EAST LANSING, Lee F. Kinney, principal	6 yr.	28	668	1921
EATON RAPIDS, N. J. Beiser, superintendent	6 yr.	20	634	1924
ECORSE, John Davis, principal	6 yr.	30	865	1931
ELKTON, Edward L. Dykstra, superintendent	6 yr.	13	304	1940
ESCANABA Senior, Edward Edick, principal	3 yr.	30	634	1909
EVART, S. J. Martin, superintendent	4 yr.	13	217	1934
FARMINGTON, G. W. Harrison, principal	4 yr.	20	461	1927



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
FENTON, C. D. Arrand, superintendent	4 yr.	22	404	1926
FERNDALE, Lincoln, Don A. Walter, principal	4 yr.	60	1396	1923
FLAT ROCK, John M. Barnes, superintendent	3 yr.	12	133	1930
FLINT:				
Central, Philip H. Vercoe, principal	3 yr.	95	2500	1910
Northern, O. F. Norwalk, principal	3 yr.	55	1359	1929
Technical, Hilmer Olson, principal	3 yr.	22	522	1943
FRANKFORT, Arthur L. Richter, superintendent	4 yr.	9	172	1930
FREMONT, Elwyn Dell, principal	6 yr.	28	702	1914
GLADSTONE, W. C. Cameron, superintendent	6 yr.	18	425	1911
GRAND HAVEN, G. H. Olsen, principal	4 yr.	31	791	1909
GRAND LEDGE, Kenneth T. Beagle, superintendent	5 yr.	30	702	1916
GRAND RAPIDS:				
Central, S. R. Upton, principal	3 yr.	23	568	1905
Creston, Howard W. Wickett, principal	3 yr.	27	696	1927
Godwin Heights, William Poppink, principal	6 yr.	31	778	1935
Lee, Reuben L. Young, principal	5 yr.	22	390	1930
Ottawa Hills, Elmo Wierenga, principal	3 yr.	22	535	1927
South, Sherman Coryell, principal	3 yr.	35	845	1912
Union, C. A. Everest, principal	3 yr.	31	875	1912
Catholic Central, W. J. Murphy, principal	4 yr.	58	1641	1928
Christian, E. R. Post, principal	3 yr.	31	920	1926
Marywood Academy, Sister M. Aline, principal	4 yr.	14	174	1926
Mt. Mercy Academy, Sister Mary Frederic Ryan, principal	4 yr.	9	130	1925
GRANDVILLE, William J. DeWitt, principal	4 yr.	15	341	1932
GREENVILLE, Howard B. Dalman, principal	4 yr.	18	463	1914
GROSSE ILE, Earl R. Lancaster, superintendent	6 yr.	14	250	1939
GROSSE POINTE, W. R. Cleminson, principal	3 yr.	72	1106	1927
GWINN, Forsythe Township, Leo McDonald, superintendent	6 yr.	10	191	1932
HAMTRAMCK Senior, Eldon Geyer, superintendent	6 yr.	50	1073	1951
HANCOCK, Sylvia J. Eskola, principal	6 yr.	21	526	1904
HARBOR BEACH Community, Leonard L. Bestrom, superintendent	4 yr.	11	242	1928
HART, Robert L. White, principal	4 yr.	12	326	1923
HARTFORD Township Unit School, Howard C. Walter, superintendent	4 yr.	10	182	1926
HASTINGS, George Veldman, principal	4 yr.	23	620	1909
HAZEL PARK, H. H. Beecher, principal	4 yr.	44	1014	1926
HIGHLAND PARK, D. L. Pyle, dean	4 yr.	108	2165	1914
HILLSDALE, Edwin C. Henry, principal	6 yr.	29	665	1910
HOLLAND:				
Holland, J. J. Riermersma, principal	3 yr.	39	788	1910
Christian, Bert P. Bos, superintendent	4 yr.	18	499	1925
HOLLY, R. W. Barber, principal	6 yr.	21	491	1948
HOUGHTON, Bernard F. Gaffney, principal	6 yr.	21	413	1906
HOWELL, John S. Page, superintendent	6 yr.	24	562	1916
HUDSON, Dale C. Fausey, principal	4 yr.	12	234	1914
IMLAY CITY, Alvin Norlin, superintendent	6 yr.	14	388	1924
IONIA, Lloyd Smith, principal	4 yr.	19	451	1907
IRON MOUNTAIN Senior, Bruce Guild, principal	6 yr.	19	809	1904
IRON RIVER, R. E. Jefferson, principal	5 yr.	22	419	1916
IRONWOOD, L. L. Wright, R. Ernest Dear, principal	4 yr.	48	707	1909
ISHPEMING, W. C. Peterson, principal	4 yr.	25	551	1909
JACKSON:				
East Jackson, Bertha L. Robinson, superintendent	6 yr.	16	335	1935
Jackson, W. Earl Holman, principal	3 yr.	76	1639	1905

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
St. Mary, Sister Margaret Clare, principal	4 yr.	11	301	1928
Vandercook Lake, Burdette W. Andrews, superintendent	6 yr.	14	335	1935
JONESVILLE, Wayne N. Shoemaker, superintendent	4 yr.	11	201	1929
KALAMAZOO:				
Central, Eugene S. Thomas, principal	3 yr.	79	1961	1904
Western State, Roy S. Bryan, dean	4 yr.	23	325	1917
KINGSFORD, Albert Treado, principal	4 yr.	26	581	1928
LAKE LINDEN, Harry J. Trainor, superintendent	4 yr.	12	185	1909
LAKE ODESSA, R. C. Miner, superintendent	6 yr.	15	325	1928
LAKE ORION, T. R. Hood, superintendent	4 yr.	28	416	1930
L'ANSE Township, C. J. Sullivan, superintendent	4 yr.	12	243	1938
LANSING:				
Eastern, D. S. Wheeler, principal	3 yr.	65	1644	1929
J. W. Sexton, Christian Roosenraad, principal	3 yr.	59	1408	1924
LAPEER, Clyde Schickler, superintendent	6 yr.	37	917	1925
LAWTON Rural Agricultural, Charles R. Gibson, superintendent	4 yr.	23	95	1931
LINCOLN PARK, Arnold C. Gregory, principal	4 yr.	47	1278	1937
LOWELL, R. B. Avery, principal	4 yr.	16	379	1923
LUDINGTON, Phil C. Hartman, principal	4 yr.	26	564	1909
MANISTEE, L. C. Bendle, principal	5 yr.	25	454	1923
MANISTIQUE, Carl Olson, principal	4 yr.	21	484	1907
MARINE CITY, Gerald N. Simmons, principal	6 yr.	18	343	1926
MARLETTE Community, Walter Nickel, principal	6 yr.	15	417	1942
MARQUETTE:				
Marquette, H. J. Bothwell, principal	4 yr.	36	628	1904
Pierce, Evan H. Kelley, principal	4 yr.	11	110	1920
MARSHALL, E. G. Rose, principal	4 yr.	26	627	1904
MARYSVILLE, O. P. Bartow, principal	6 yr.	27	479	1934
MASON, Richard M. Demlow, principal	6 yr.	22	501	1916
MENOMINEE, J. A. Murray, principal	3 yr.	44	449	1907
MIDLAND, Mahlen Moore, principal	3 yr.	50	1104	1912
MILAN, L. A. Drevdahl, principal	4 yr.	14	314	1929
MILFORD, Erwin M. Johnson, principal	5 yr.	22	502	1936
MONROE:				
Monroe, Delton Osborn, principal	3 yr.	41	1040	1906
St. Mary Academy, Sister M. Teresa, principal	4 yr.	24	446	1919
Mt. CLEMENS, Harold E. Jones, principal	4 yr.	46	1182	1907
MT. PLEASANT:				
Mt. Pleasant, L. C. Wendt, principal	4 yr.	33	566	1914
Sacred Heart Academy, Sister Helen Louise, principal	4 yr.	6	144	1927
MUNISING, Mather, Emil Peterson, principal	6 yr.	21	470	1916
MUSKEGON Senior, George A. Manning, principal	3 yr.	62	1566	1904
MUSKEGON HEIGHTS, C. F. Bolt, principal	3 yr.	34	968	1923
NAZARETH Academy, Sister M. Claudia, principal	6 yr.	10	132	1926
NEGAUNEE, R. K. Richards, assistant principal	6 yr.	27	526	1909
NEWBERRY, McMillan Township School, C. L. Bystrom, superintendent	4 yr.	17	420	1917
NEW BUFFALO, M. M. Gillender, principal	4 yr.	11	148	1942
NILES, Walter Zabel, principal	3 yr.	29	689	1918
NORTH MUSKEGON, Kelly Dunsmore, principal	6 yr.	24	479	1936
NORTHVILLE, E. V. Ellison, principal	6 yr.	19	447	1940
NORWAY, John Schiska, principal	4 yr.	9	187	1908
OKEMOS Consolidated School, E. L. Murdock, superintendent	4 yr.	10	200	1938
ONAWAY, W. T. MacNeil, superintendent	4 yr.	15	289	1924



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
ONTONAGON Township, Victor Keefer, superintendent	6 yr.	15	391	1912
OTSEGO, F. J. Bragg, superintendent	4 yr.	13	375	1908
OWOSSO, Glen Haidt, principal	4 yr.	41	1035	1910
OXFORD, R. A. Ambrose, superintendent	6 yr.	20	477	1932
PAINESDALE, Jeffers, J. H. Dunstan, superintendent	4 yr.	11	175	1914
PAW PAW, Wilbur Schenk, principal	3 yr.	10	178	1926
PETOSKEY, Warren E. Luttman, principal	3 yr.	20	410	1908
PIGEON Rural Agricultural, George Carpenter, superintendent	6 yr.	13	243	1942
PLAINWELL, C. W. Lubbers, superintendent	3 yr.	18	210	1925
PLYMOUTH, C. E. Pierce, principal	3 yr.	34	547	1916
PONTIAC Senior, John Thors, Jr., principal	3 yr.	87	2159	1905
PORT HURON, M. J. Tomlinson, principal	3 yr.	53	1385	1905
PORTLAND, R. H. Hamilton, superintendent	5 yr.	14	290	1911
QUINCY Community, James T. Watts, principal	4 yr.	13	234	1937
REED CITY, Earl C. Messner, principal	5 yr.	13	333	1931
REPUBLIC Township, Guy Schutte, superintendent	6 yr.	9	181	1926
RIVER ROUGE, Carroll Munshaw, principal	6 yr.	53	1126	1911
ROCHESTER, Harland Johnson, principal	4 yr.	28	637	1925
ROCKFORD, E. J. Kleinert, superintendent	6 yr.	18	388	1926
ROGERS CITY, Rogers Township, Harry G. Grambau, principal	5 yr.	17	426	1930
ROMEO Community, Berenice M. Tompkins, principal	6 yr.	22	576	1930
ROSEVILLE, Harold C. Wilson, principal	6 yr.	26	749	1938
ROYAL OAK:				
Madison, F. Foster Wilkinson, superintendent	4 yr.	22	381	1937
Royal Oak, Miles W. Marks, principal	4 yr.	75	1876	1917
SAGINAW:				
Arthur Hill, I. M. Brock, principal	3 yr.	65	1795	1904
Saginaw, Stephen H. Lyttle, principal	3 yr.	61	1634	1904
St. Andrew, Sister Eugenia Marie, principal	4 yr.	9	271	1926
St. Mary's, Sister Mary Martin, principal	4 yr.	9	241	1926
St. CLAIR, Wm. R. Speer, principal	6 yr.	22	442	1926
ST. CLAIR SHORES:				
Lake Shore, Richard H. Beach, principal	4 yr.	14	265	1931
South Lake, Wesley E. Black, principal	4 yr.	21	342	1948
St. JOHNS, Rodney B. Wilson, Bennie Pocius, principal	4 yr.	23	534	1923
St. JOSEPH, Henry A. Weyland, principal	3 yr.	25	445	1904
St. LOUIS, T. S. Nurnberger, superintendent	4 yr.	14	320	1935
SANDUSKY, C. G. Carlson, principal	4 yr.	29	557	1936
SAULT STE. MARIE, Harold W. Bruce, principal	4 yr.	39	882	1909
SOUTH HAVEN, Frederick Norlin, principal	3 yr.	16	353	1907
STAMBAUGH, Carl A. Anderson, principal	4 yr.	17	299	1919
STEPHENSON, Jos. B. Gucky, superintendent	6 yr.	20	510	1949
STURGIS, R. M. Miller, principal	6 yr.	30	687	1918
TECUMSEH, James McDowell, principal	4 yr.	15	332	1920
THREE OAKS Township, Alfred Pfliger, principal	4 yr.	10	136	1933
THREE RIVERS, Howard N. Dickie, principal	5 yr.	22	593	1904
TRAVERSE CITY Central, William Novak, principal	3 yr.	31	756	1904
TRENTON, Slocum-Truax, Theodore F. Sundquist, principal	4 yr.	31	640	1928
VAN DYKE, Lincoln, Walter E. Bradley, dean	3 yr.	31	587	1945
VASSAR, C. H. Bush, superintendent	6 yr.	17	444	1930
WAKEFIELD, Harry B. Sutter, principal	4 yr.	13	230	1914
WALLED LAKE, E. V. Ayres, principal	3 yr.	22	456	1935
WATERVLIET, E. R. Donaldson, superintendent	4 yr.	11	223	1931
WAYNE, Raymond H. LaFrey, principal	4 yr.	40	1117	1927
WYANDOTTE, Roosevelt, C. J. Whitney, principal	4 yr.	73	1849	1906

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
YALE, George E. Peterson, superintendent	4 yr.	18	436	1938
YPSILANTI:				
Ypsilanti, Norris G. Wiltse, principal	5 yr.	47	1108	1909
Lincoln Consolidated School, M. VanAmejde, principal	6 yr.	21	377	1925
Roosevelt, Leonard W. Menzi, principal	3 yr.	24	234	1924
ZEELAND, M. B. Lubbers, superintendent	4 yr.	21	405	1925
MINNESOTA				
AITKIN, F. D. Rukavina, principal	3 yr.	20	333	1925
ALBERT LEA, Forrest L. Willey, principal	3 yr.	42	799	1910
ALEXANDRIA, C. B. Rykken, principal	3 yr.	27	487	1910
ANOKA, Morris Bye, superintendent	3 yr.	24	574	1914
AUSTIN:				
Austin, Ray M. Wescott, principal	3 yr.	54	1045	1904
St. Augustine, Sister M. Callista, principal	4 yr.	14	265	1930
BEMIDJI, J. W. Smith, superintendent	3 yr.	35	634	1911
BENSON, C. H. Mogck, superintendent	3 yr.	26	323	1931
BIWABIK, A. T. LaZella, principal	3 yr.	10	53	1915
BLUE EARTH, L. R. Pemberton, superintendent	3 yr.	16	223	1908
CANBY, C. P. Mickelson, superintendent	3 yr.	14	219	1908
CHATFIELD, G. R. Halvorson, superintendent	3 yr.	13	148	1929
CHISHOLM, H. S. Hedman, principal	3 yr.	22	269	1914
CLOQUET, R. S. VanKleek, principal	3 yr.	29	399	1907
COLERAINE, John Menozzi, principal	3 yr.	29	263	1911
CROOKSTON, Farley D. Bright, superintendent	3 yr.	11	200	1933
DULUTH:				
Central, G. A. Beck, principal	3 yr.	57	1100	1908
Denfeld, G. Dell Daedo, principal	3 yr.	45	950	1915
Morgan Park, P. M. Nelson, principal	3 yr.	16	195	1923
Cathedral, Reverend Michael J. Hogan, principal	4 yr.	14	261	1941
Stanbrook Hall, Sister Mary, principal	4 yr.	16	166	1931
EAST GRAND FORKS, K. P. B. Reishus, superintendent	3 yr.	13	172	1905
ELY, W. V. Langen, principal	3 yr.	28	234	1910
EVELETH, L. M. Jacobson, principal	3 yr.	32	255	1908
EXCELSIOR, Harold I. Larson, principal	3 yr.	14	189	1923
FAIRMONT, J. W. LeFor, principal	3 yr.	38	413	1910
FARIBAULT:				
Faribault, L. M. Ellingson, principal	3 yr.	35	498	1907
Bethlehem Academy, Sister M. Raymund, principal	4 yr.	18	304	1923
Saint Mary's Hall, Miss Phyllis Newman, principal	4 yr.	15	78	1918
FERGUS FALLS, Edward W. Bechtel, principal	3 yr.	31	557	1921
FRONTENAC, Villa Maria Academy, Mother M. Jerome, principal	4 yr.	8	85	1948
GILBERT, Arthur P. Herlick, principal	3 yr.	14	114	1950
GLENWOOD, E. N. Nordgaard, superintendent	3 yr.	16	271	1917
HARMONY, Irving J. Anderson, superintendent	3 yr.	10	96	1941
HASTINGS, B. J. Polga, superintendent	3 yr.	19	328	1908
HIBBING, Kenneth L. Pederson, principal	3 yr.	46	712	1909
HUTCHINSON, R. W. Bergstrom, principal	3 yr.	19	304	1907
INTERNATIONAL FALLS, John O. Kalstad, principal	3 yr.	23	372	1927
JACKSON, A. O. Myron, superintendent	3 yr.	19	296	1900
KEEWATIN, Dan B. Dasovic, principal	3 yr.	10	68	1925
LAKE CITY, Milton G. Boock, principal	3 yr.	15	170	1942
LAKEFIELD, E. C. Herrmann, superintendent	3 yr.	14	124	1926
LITCHFIELD, J. F. Kunze, principal	3 yr.	23	424	1935
LITTLE FALLS, E. F. O'Rourke, principal	3 yr.	36	594	1909
LUVERNE, Harvey G. Eitrem, superintendent	3 yr.	17	215	1912



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
MADISON, W. C. Rabe, superintendent	3 yr.	15	176	1923
MANKATO, Milton W. Vihstadt, principal	3 yr.	34	650	1908
MARSHALL, L. M. Frey, superintendent	3 yr.	27	175	1934
MILACA, J. M. Mork, superintendent	3 yr.	20	361	1928
MINNEAPOLIS:				
Central, Clarence E. Blume, principal	3 yr.	44	1093	1908
Edison, P. A. Samuelson, principal	3 yr.	48	1088	1926
Henry, A. B. Schultz, principal	3 yr.	58	749	1947
Marshall, Walter Chapman, principal	3 yr.	31	550	1927
North, A. M. Bank, principal	3 yr.	61	1594	1908
Roosevelt, W. P. vonLevern, principal	3 yr.	76	1896	1926
South, H. H. Maass, principal	4 yr.	59	1491	1909
Washburn, L. A. Fleenor, principal	3 yr.	53	1350	1928
West, Miss Agnes E. Holt, principal	3 yr.	34	750	1909
Academy of the Holy Angels, Sister M. Eileen, principal	4 yr.	23	367	1934
De La Salle, Brother H. Bernard, principal	4 yr.	25	773	1929
Northrop Collegiate, Miss Ethel E. Pease, principal	3 yr.	15	93	1918
St. Margaret's Academy, Sister Carmena, principal	4 yr.	20	376	1935
University, M. A. Stout, principal	6 yr.	31	382	1915
MONTEVIDEO, C. A. Pederson, superintendent	3 yr.	24	321	1909
MOORHEAD:				
Moorhead, S. G. Reinertsen, superintendent	3 yr.	23	458	1914
Teachers College, J. J. Valenti, principal	6 yr.	18	140	1931
MORRIS, Frank J. Fox, superintendent	3 yr.	18	203	1914
MOUNTAIN IRON, George A. Moe, superintendent	3 yr.	11	84	1927
NASHWAUK, R. C. Kirkpatrick, principal	3 yr.	15	121	1925
NEW PRAGUE, Edward L. Schmidt, superintendent	4 yr.	18	324	1937
NEW ULM, M. A. Lynott, principal	3 yr.	22	283	1908
NORTH ST. PAUL, Leonard C. Malo, principal	3 yr.	19	282	1931
NORTHFIELD, William F. Carlson, principal	3 yr.	21	339	1910
ORTONVILLE, Dayton G. Lauthen, principal	3 yr.	13	186	1931
OWATONNA:				
Owatonna, G. R. Imbody, principal	3 yr.	29	486	1915
Pillsbury Academy, G. R. Strayer, principal	4 yr.	8	72	1915
PARK RAPIDS, Paul J. Steffenson, superintendent	3 yr.	18	290	1915
PIESTONE, Donald Hein, principal	3 yr.	21	293	1912
RED WING, L. W. Anderson, principal	3 yr.	28	428	1910
REDWOOD FALLS, Reede Gray, superintendent	3 yr.	18	205	1907
ROCHESTER, T. C. Ehrhorn, principal	3 yr.	49	939	1911
ST. CLOUD:				
Technical, F. J. Herda, principal	3 yr.	46	714	1909
Cathedral, Reverend Al Kremer, superintendent	4 yr.	48	986	1928
ST. JAMES, A. J. Cole, superintendent	3 yr.	37	309	1935
ST. JOSEPH, St. Benedict's, Sister Mary Anthony, principal	4 yr.	11	89	1929
ST. LOUIS PARK, Edward Foltmer, principal	3 yr.	49	573	1947
ST. PAUL:				
Central, E. E. Lenander, principal	4 yr.	55	1477	1915
Harding, H. W. Godfrey, principal	4 yr.	37	1014	1935
Humboldt, J. M. Grau, principal	4 yr.	30	762	1910
Johnson, Clair G. McMann, principal	3 yr.	36	1002	1910
Mechanic Arts, L. E. Tripp, principal	4 yr.	42	1210	1902
Monroe, F. L. Blume, principal	4 yr.	38	1032	1950
Murray, William J. Scanlan, principal	3 yr.	33	535	1950
Washington, E. F. McKee, principal	4 yr.	34	885	1931
Wilson, Russell S. Peterson, principal	4 yr.	28	715	1950
Concordia, Arthur M. Ahlschwede, principal	4 yr.	17	164	1948

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Cretin, Brother J. Matthew, principal	4 yr.	36	842	1937
Derham Hall, Sister Evangelita, principal	4 yr.	14	150	1917
St. Joseph's Academy, Sister Elizabeth Marie, principal	4 yr.	37	795	1927
St. Thomas Military Academy, George E. Lange-land, principal	4 yr.	21	492	1931
Visitation Convent, Sister Jane Margaret, principal	4 yr.	16	86	1934
SLEEPY EYE, F. A. Lindahl, principal	3 yr.	12	133	1914
SOUTH ST. PAUL, Adolph Roiseland, principal	3 yr.	38	691	1915
SPRING GROVE, Albert E. Hjelle, superintendent	3 yr.	11	131	1933
STILLWATER, M. C. Myers, principal	3 yr.	28	494	1910
THIEF RIVER FALLS, Kalmer Ostby, principal	3 yr.	22	469	1911
TRACY, G. H. Borneman, superintendent	3 yr.	16	239	1929
TWO HARBORS, Ray M. Stensvad, superintendent	3 yr.	15	204	1906
VIRGINIA, John H. Lind, principal	3 yr.	38	365	1901
WABASHA, St. Felix, Sister M. Rudolphia, principal	4 yr.	7	109	1933
WADENA, P. C. Helland, principal	3 yr.	18	247	1928
WASECA:				
Waseca, Fergus V. Nygaard, principal	3 yr.	14	222	1907
Sacred Heart, Sister M. Colman, principal	4 yr.	8	75	1929
WAYZATA, H. S. Widsten, principal	4 yr.	19	366	1929
WELLS, A. H. Granger, superintendent	3 yr.	15	193	1910
WHITE BEAR LAKE, O. U. Johansen, principal	3 yr.	24	414	1931
WINDOM, Donald G. Moline, principal	3 yr.	19	232	1911
WINONA:				
Winona, R. J. Williams, principal	3 yr.	47	752	1918
Cotter, Brother Jude Aloysius, principal	4 yr.	10	188	1932
WORTHINGTON, Arnold T. Sanderson, principal	3 yr.	23	432	1900

## MISSOURI

ARCADIA, Ursuline Academy, Mother Agnes Bourke, principal	4 yr.	7	38	1941
AURORA, George W. McConnell, principal	4 yr.	14.7	305	1925
BELTON, E. E. Simpson, superintendent	4 yr.	6.8	90	1942
BONNE TERRE, Howard M. Terry, superintendent	6 yr.	18.8	331	1930
BOONVILLE:				
Laura Speed Elliott, R. F. Blankenbaker, principal	6 yr.	20.9	416	1923
Kemper Military School, Frederick Marston, dean	4 yr.	13.8	178	1907
BRANSON, J. F. Coday, superintendent	4 yr.	11.96	240	1946
BRAYMER, G. E. Temple, superintendent	4 yr.	6.75	137	1923
BRENTWOOD, Don W. Edwards, principal	6 yr.	20	382	1935
BROOKFIELD, Glen Simpson, principal	3 yr.	14	209	1942
BRUNSWICK, John A. Rauh, superintendent	4 yr.	10.55	160	1942
BUTLER, F. E. Robertson, principal	4 yr.	12.5	280	1925
CAMERON, J. O. Teasley, superintendent	4 yr.	15.7	250	1926
CANTON, J. R. Ellis, superintendent	4 yr.	7.29	108	1924
CAPE GIRARDEAU:				
Central, R. L. Sheets, principal	4 yr.	37.05	757	1922
College, Irvin A. Keller, principal	6 yr.	10	187	1927
CARDWELL, J. E. Summitt, superintendent	4 yr.	8	160	1938
CARROLLTON, E. M. Haggard, principal	4 yr.	17.5	315	1924
CARTHAGE, J. A. Harp, Jr., principal	4 yr.	34.36	705	1907
CARUTHERSVILLE, Edward J. Shelton, principal	4 yr.	14.5	311	1930
CHILLICOTHE, George P. Newbolt, principal	4 yr.	21.3	442	1908
CLAYTON:				
Clayton, Carl Burris, principal	4 yr.	45.5	730	1914
Villa Duchesne, Mother A. Richard, principal	4 yr.	12	128	1923



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
CLINTON, Russell J. Welsh, principal	4 yr.	17.2	479	1945
COLUMBIA:				
Fred Douglass, William L. Wynn, principal	6 yr.	11.11	217	1935
Hickman, V. S. Hass, principal	3 yr.	28	603	1912
University Laboratory, J. S. Maxwell, principal	6 yr.	13.5	189	1924
CONCEPTION Preparatory Seminary, Ed. E. Malone, principal	4 yr.	12	71	1935
CREVE COEUR, Chaminade College Academy, Reverend Richard G. Brand, president	4 yr.	14.2	195	1921
CRYSTAL CITY, E. J. Christy, principal	4 yr.	16.67	306	1933
DESLOGE, W. N. Suddath, superintendent	4 yr.	12.2	242	1951
DE SOTO, J. C. Culwell, principal	4 yr.	15.7	273	1927
DEXTER, Dorsey D. Schaper, principal	4 yr.	15.4	384	1939
EAST PRAIRIE, Raidt Lee, principal	4 yr.	20.95	288	1939
ELDON, Bransford Collier, principal	4 yr.	18.3	346	1928
ELVINS, Ralph McCullough, superintendent	4 yr.	11	180	1932
ESTHER, George S. Pallo, superintendent	6 yr.	13	248	1951
EUREKA, J. Varnum Jones, principal	4 yr.	18	474	1940
FARMINGTON, C. R. Bell, superintendent	4 yr.	14.7	317	1950
FAYETTE, J. E. Sutton, superintendent	4 yr.	14.25	153	1924
FERGUSON, J. S. McCollum, principal	4 yr.	28	599	1915
FESTUS, James Brockman, principal	4 yr.	15	350	1950
FLAT RIVER Senior, W. H. Schroer, principal	3 yr.	13.2	197	1923
FULTON, Herbert B. Miles, principal	4 yr.	20	423	1911
GALLATIN, Ralph E. Sullivan, superintendent	4 yr.	9.86	174	1933
GLASGOW, John R. Smart, Jr., superintendent	4 yr.	8.9	150	1940
GLENCOE, LaSalle Institute, Brother K. Bernardine, principal	4 yr.	8.1	86	1938
HANNIBAL:				
Douglass, C. B. Walker, principal	4 yr.	7.35	134	1944
Hannibal Senior, H. V. Mason, principal	3 yr.	27.5	564	1915
Immaculate Conception McCooey Memorial, Sister Anna Joseph, principal	4 yr.	8.4	117	1950
HARRISONVILLE, D. W. McEowen, superintendent	4 yr.	11.33	217	1932
HERCULANEUM, Roy E. Taylor, superintendent	4 yr.	14.4	362	1939
HIGGINSVILLE, Howard D. Forbes, principal	6 yr.	16.66	305	1944
HUNTSVILLE, Russell Allen, superintendent	4 yr.	7.25	130	1928
INDEPENDENCE, Wm. Chrisman, Jesse H. Stinson, principal	3 yr.	44.2	1188	1914
JACKSON, W. V. Hill, principal	4 yr.	17.9	415	1926
JEFFERSON CITY:				
Lincoln, James H. Seeney, principal	4 yr.	12	126	1926
St. Peter, Sister Leontine, co-principal, Brother J. Norbert	4 yr.	15.9	353	1937
Simonsen, Ruie B. Doolin, principal	4 yr.	35.4	669	1915
JENNINGS, Fairview, Eric M. Hohn, principal	5 yr.	22.7	405	1951
JOPLIN Senior, G. R. Deatherage, principal	3 yr.	50	1136	1914
KAHOKA, Orlo W. Smith, superintendent	4 yr.	11	185	1943
KANSAS CITY:				
Central, W. W. Clement, principal	3 yr.	48.6	1225	1951
East, C. O. Williams, principal	4 yr.	47	1210	1951
Lincoln, Earl D. Thomas, principal	4 yr.	44.6	1051	1951
Manual High and Vocational School, Harry R. Shepherd, principal	4 yr.	27.7	588	1951
Northeast, J. L. Laughlin, principal	3 yr.	62.8	1650	1951
Paseo, J. C. Bond, principal	4 yr.	56	1317	1951
Southeast, Harry R. McMillan, principal	4 yr.	41.6	1068	1951
Southwest, W. L. Cannon, principal	4 yr.	50.8	1387	1951

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Westport, D. H. Holloway, principal	4 yr.	40.4	1104	1951
The Barstow School, Richard H. Sears, headmaster	4 yr.	15.1	76	1929
Bishop Hogan, Sister Francetta, principal	4 yr.	20.8	601	1944
Center Junior-Senior, Tom Foraker, principal	6 yr.	15.66	315	1938
DeLaSalle Military Academy, Brother Kevin, director	4 yr.	15.5	415	1942
French Institute, Sister Marie Odilia De Sion, principal	4 yr.	4.7	31	1933
Glennon, Sister Mary Eleanor, principal	4 yr.	12.5	356	1934
Lillis, Sister Therese Marie, principal	4 yr.	24	596	1944
Loretto Academy, Sister Lillian Clare, principal	4 yr.	10	139	1928
Pembroke-Country Day School, Bradford Kingman, head	4 yr.	13.2	133	1925
Redemptorist, Sister Alphonse Marie, principal	4 yr.	10.95	255	1934
Rockhurst, Reverend R. A. Bernert, principal	4 yr.	23	299	1918
St. Aloysius, Sister Mary St. Jean, principal	4 yr.	5.53	129	1938
St. Teresa Academy, Sister M. Constance, principal	4 yr.	8.7	127	1923
Sunset Hill School, Mrs. Ellen C. Green, head	4 yr.	12	84	1942
KENNETT, H. Byron Masterson, superintendent	4 yr.	16.8	325	1913
KIRKSVILLE Senior, O. Wayne Phillips, principal	3 yr.	20	400	1917
KIRKWOOD:				
Kirkwood, M. R. Moore, principal	3 yr.	30.1	776	1917
Eugene Coyle, Brother Robert Godfrey, principal	4 yr.	10.12	258	1944
Ursuline Academy, Mother Mary Ann Luth, principal	4 yr.	9.65	153	1933
LEADWOOD, John H. Bailey, superintendent	6 yr.	10.5	197	1949
LEBANON, Ellis C. Rainey, principal	3 yr.	20.17	464	1915
LEE'S SUMMIT, Bernard C. Campbell, superintendent	4 yr.	17.8	334	1943
LEXINGTON:				
Lexington, Roy B. Gerhardt, principal	4 yr.	16.9	286	1922
Wentworth Military Academy, D. C. Buck, dean	4 yr.	13.5	210	1917
LIBERTY, James E. Paluska, principal	6 yr.	18.13	395	1917
MAPLEWOOD, Maplewood-Richmond Heights, George W. Vossbrink, principal	4 yr.	32	620	1911
MARCELINE, W. E. Moore, superintendent	4 yr.	10.5	209	1939
MARSHALL, Amos O. Durrett, principal	6 yr.	27.6	613	1917
MARSHFIELD, Harry M. Talbot, superintendent	4 yr.	14	307	1932
MARYVILLE:				
Maryville, C. A. Bristow, principal	4 yr.	22.5	292	1925
Horace Mann, H. R. Dieterich, principal	6 yr.	15	209	1928
MEMPHIS, R. L. Terry, superintendent	4 yr.	10.33	231	1927
MEXICO:				
Mexico, L. Buford Thomas, principal	4 yr.	24.25	490	1907
Missouri Military Academy, Eugene Lamm, principal	4 yr.	15	155	1918
MILAN, Pite Nicoletti, superintendent	4 yr.	14.75	309	1942
MOBERLY, Russell G. Lee, principal	4 yr.	28.7	500	1920
MONETT, Wayne F. Wright, principal	6 yr.	26.2	435	1925
MONROE CITY, C. L. Gottmann, superintendent	4 yr.	8.5	175	1931
MOUND CITY, Marvin Porter, superintendent	4 yr.	7.5	116	1925
MT. VERNON, R. F. Whaley, principal	4 yr.	13	292	1942
NEVADA, Garland Keithly, principal	4 yr.	31	744	1915
NEW MADRID, L. L. Schuette, superintendent	6 yr.	8	175	1937
NORMANDY-ST. LOUIS CITY, Normandy, R. D. Shouse, principal	3 yr.	48.25	964	1927
NORTH KANSAS CITY, G. W. Munday, principal	4 yr.	39.6	1017	1937
OVERLAND, Ritenour, O. W. Costilow, principal	3 yr.	31.5	892	1926
PALMYRA, G. W. Cummings, superintendent	4 yr.	10.37	207	1923



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
PARIS, E. R. LeFevre, superintendent	4 yr.	11.7	215	1929
PATTONVILLE, M. A. Holman, superintendent	6 yr.	12.17	263	1946
PERRYVILLE, St. Vincent, Sister Clotilda, principal	4 yr.	10.65	234	1933
PIEDMONT, D. D. McKenzie, superintendent	4 yr.	6.5	165	1942
PLATTE CITY, Paul Keith, superintendent	4 yr.	6.25	84	1944
POINT LOOKOUT, School of the Ozarks, Carl Cave, principal	4 yr.	13.3	244	1925
RAYTOWN, George B. Richey, principal	4 yr.	21.5	551	1946
REEDS SPRING, Raymond Patterson, superintendent	6 yr.	9	191	1951
RICH HILL, Bryant, Richard Ewan, superintendent	4 yr.	10.4	213	1941
RICHMOND, Cordell Thomas, superintendent	4 yr.	15.7	252	1927
ROLLA, Ray L. Miller, principal	4 yr.	25.5	537	1923
ST. CHARLES:				
St. Charles, Fred Burger, principal	6 yr.	37.2	724	1921
Academy of the Sacred Heart, Mother Marie Adele Bush, principal	4 yr.	6.5	57	1934
ST. JOSEPH:				
Bartlett, A. C. Shropshire, principal	4 yr.	8.83	149	1946
Benton, W. L. Daffron, principal	4 yr.	25.9	599	1916
Central, Marion E. Gibbins, principal	4 yr.	35.5	871	1908
Lafayette, D. H. Murphy, principal	4 yr.	26.8	736	1920
Christian Brothers, Brother Hilary, principal	4 yr.	10.3	226	1944
Convent of the Sacred Heart, Reverend Mother McNally, principal	4 yr.	10.6	201	1927
ST. LOUIS:				
Beaumont, R. M. Inbody, principal	4 yr.	93.31	2248	1927
Central, E. W. Alexander, principal	4 yr.	47.31	1059	1908
Cleveland, A. O. Kelley, principal	4 yr.	72.31	1698	1915
McKinley, N. B. Dee, principal	4 yr.	62.31	1429	1934
Riverview Gardens, C. T. Forbes, principal	5 yr.	18.5	410	1944
Roosevelt, Stanley Hill, principal	4 yr.	84.5	1947	1936
Soldan-Blewett, Ben H. Barr, principal	4 yr.	61.3	1329	1909
Southwest, C. H. Sackett, principal	4 yr.	70.5	1620	1939
Sumner, G. D. Brantley, principal	4 yr.	80.31	2061	1911
Vashon, W. G. Mosley, principal	4 yr.	90.31	2372	1931
Academy of the Sacred Heart, Mother D. Hefferman, principal	4 yr.	7	81	1923
Academy of the Visitation, Sister Mary Agnes Thompson, director	4 yr.	12.25	137	1927
Christian Brothers, Brother I. Conrad, principal	4 yr.	28	679	1928
Incarnate Word Academy, Sister Mary Magdalen, principal	4 yr.	8.5	212	1935
Laboure, Sister Helena, principal	4 yr.	23.96	625	1946
Loretto Academy, Sister Martha Marie, director	4 yr.	10.1	176	1926
Lutheran, Paul W. Lange, principal	4 yr.	29.6	616	1949
Wm. Cullen McBride, L. E. Jordan, principal	4 yr.	25.8	645	1949
Notre Dame, Sister M. Romana, principal	4 yr.	19	437	1925
The Principia, Wm. E. Morgan, headmaster	4 yr.	19.3	277	1915
Rosati-Kain, Sister Helen Irene, principal, Sister M. Cyprian, co-principal	4 yr.	26.1	609	1930
St. Elizabeth Academy, Sister Mary Bernard, principal	4 yr.	14.9	295	1927
St. Joseph's Academy-Fontbonne, Sister V. Marie, principal	4 yr.	14.92	268	1922
St. Louis University, Reverend Maurice Van Ackerson, principal	4 yr.	43.5	777	1918
St. Mark's, Sister M. Lucille, principal	4 yr.	12.05	309	1936
St. Mary, Brother Fr. A. Britz, principal	4 yr.	27	710	1949

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
SAVANNAH, H. G. Puckett, superintendent	4 yr.	13.6	275	1912
SEDALIA:				
C. C. Hubbard, J. B. Hylick, principal	4 yr.	10	177	1923
Smith-Cotton, Joseph F. Benson, principal	5 yr.	37.6	1024	1926
SHELBINA, W. L. Shores, principal	6 yr.	12.5	295	1920
SMITHVILLE, H. D. Williams, superintendent	6 yr.	11	131	1937
SPRINGFIELD:				
Springfield, C. B. Manley, principal	3 yr.	84	1960	1920
Greenwood, H. A. Wise, principal	3 yr.	10	179	1927
Lincoln, Goler L. Collins, principal	4 yr.	8.7	72	1949
STANBERRY, Amelia Madera, principal	4 yr.	10.42	185	1937
SWEET SPRINGS, L. W. Fristoe, superintendent	4 yr.	9.5	152	1929
TARKIO, Wallace Croy, superintendent	6 yr.	15	200	1925
TRENTON, E. D. Geyer, principal	3 yr.	16.2	317	1921
TROY, Buchanan, Don B. Matthews, superintendent	6 yr.	14.12	303	1930
UNION, Calvin A. Boyler, superintendent	4 yr.	12.33	274	1943
UNIONVILLE, Imon Bartley, superintendent	5 yr.	18.8	399	1921
UNIVERSITY CITY Senior, J. E. Baker, principal	3 yr.	50.5	908	1921
WARRENSBURG:				
Warrensburg, Donald G. Tarbet, principal	6 yr.	19.6	329	1943
College, Marion Schott, principal	4 yr.	18.5	232	1924
WASHINGTON, Russell Nix, principal	4 yr.	15.3	275	1924
WEBB CITY Senior, B. M. Chancellor, principal	3 yr.	17.8	253	1917
WEBSTER GROVES:				
Webster Groves, H. S. Latta, principal	6 yr.	79.1	1670	1907
Douglass, Howell B. Goins, principal	6 yr.	16.6	343	1932
WELLSTON, Don G. Nibeck, principal	4 yr.	19.5	375	1913
WESTON, W. O. Taylor, superintendent	4 yr.	6.8	159	1942
WEST PLAINS, C. L. Renfro, principal	4 yr.	23	638	1913

## NEBRASKA

ADAMS, C. P. Nickeson, superintendent	4 yr.	5	75	1920
AINSWORTH, F. W. Kreizenbeck, superintendent	4 yr.	14	274	1935
ALBION, H. F. Schroeder, superintendent	4 yr.	14	270	1915
ALLIANCE, Roy E. Nelson, principal	4 yr.	23	489	1914
ALMA, B. W. Burke, superintendent	4 yr.	7	114	1934
ANSLEY, Corwin Enevoldsen, superintendent	4 yr.	6	115	1941
ARAPAHOE, W. W. Witham, superintendent	4 yr.	7	127	1935
ARCADIA, Virgil V. Bugbee, superintendent	4 yr.	6	72	1939
ARNOLD, Harry E. Lenhouts, superintendent	4 yr.	9	120	1927
ASHLAND, Prosper D. Pyle, superintendent	4 yr.	11	186	1910
ATKINSON, John Ward, superintendent	4 yr.	8	117	1933
AUBURN, Harry E. Weekly, principal	4 yr.	13	253	1910
AURORA, E. D. Humann, superintendent	4 yr.	12	227	1911
BARNESTON Consolidated, H. K. Hancock, superintendent	4 yr.	6	92	1943
BASSETT, Rock County, W. J. McClurg, superintendent	4 yr.	10	168	1935
BATTLE CREEK, A. L. McPherran, superintendent	4 yr.	6	86	1938
BAYARD, Ivan Christian, superintendent	4 yr.	15	232	1926
BEATRICE, J. Jay Planteen, principal	3 yr.	26	441	1904
BEAVER CITY, Norman E. Ash, superintendent	4 yr.	9	93	1932
BENEDICT, Wm. F. Davenport, superintendent	4 yr.	5	55	1926
BIG SPRINGS Rural, O. W. Ebricht, superintendent	4 yr.	8	97	1943
BLAIR, James C. Thompson, principal	4 yr.	15	338	1908
BLOOMFIELD, E. L. Stroh, superintendent	4 yr.	10	190	1919
BRIDGEPORT, Walter C. Speece, superintendent	4 yr.	10	210	1919
BROKEN BOW, H. Edwin Cramer, principal	4 yr.	14	341	1915
BURWELL, James F. Callaway, superintendent	4 yr.	10	177	1941



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
CALLAWAY, John Priest, superintendent	4 yr.	5	106	1924
CAMBRIDGE, M. R. Colson, superintendent	4 yr.	8	119	1918
CEDAR RAPIDS, Dean S. Mitchell, superintendent	4 yr.	7	102	1929
CENTRAL CITY, V. A. Cline, superintendent	4 yr.	15	247	1915
CHADRON:				
Chadron, H. A. Schroeder, superintendent	4 yr.	11	206	1918
Teachers College, G. W. Hildreth, director	3 yr.	13	63	1927
CHAPPELL, Deuel County, George M. Miller, superintendent	4 yr.	9	120	1928
CLARKS, Robert J. Strickland, superintendent	4 yr.	6	82	1933
COLERIDGE, J. E. Dalton, superintendent	4 yr.	7	100	1947
COLUMBUS:				
Columbus, J. P. Young, superintendent	4 yr.	23	497	1910
St. Bonaventure, Sister M. Gabriel, principal	4 yr.	10	208	1941
COZAD, W. A. Schindler, superintendent	4 yr.	14	250	1932
CRAWFORD, Carl A. R. Ludington, superintendent	4 yr.	10	167	1950
CREIGHTON, G. N. Watkins, superintendent	4 yr.	10	139	1941
CRETE, H. E. Filley, principal	4 yr.	16	238	1910
CURTIS, University of Nebraska School of Agriculture, Frank J. Kleager, principal	4 yr.	22	338	1938
DAVID CITY, H. C. Ebmeier, superintendent	4 yr.	15	267	1918
EDGAR, Marvin R. Stovall, superintendent	4 yr.	6	89	1938
ELWOOD, Charles O. Morehouse, superintendent	4 yr.	6	62	1944
EXETER, William J. Ptacek, superintendent	4 yr.	6	90	1918
FAIRBURY, William Fitton, principal	4 yr.	27	415	1908
FAIRMONT, Harold W. Reed, superintendent	4 yr.	5	65	1948
FALLS CITY, Cecil A. Weddel, principal	4 yr.	19	383	1908
FRANKLIN, I. C. Williams, superintendent	4 yr.	9	133	1930
FREMONT Senior, Lloyd C. TeSelle, principal	3 yr.	29	540	1907
FRIEND, Alfred Calvert, superintendent	4 yr.	7	111	1911
FULLERTON, F. K. Alexander, superintendent	4 yr.	10	182	1913
GENEVA, Glen E. Felix, superintendent	4 yr.	12	184	1913
GERING, Douglass M. Uehling, principal	6 yr.	17	216	1921
GIBBON, Glen E. Shafer, superintendent	4 yr.	8	121	1930
GORDON, J. G. Burgeson, superintendent	4 yr.	12	219	1927
GOTHENBURG, B. H. Mead, superintendent	4 yr.	15	238	1917
GRAND ISLAND:				
Senior, Noel Lawrence, principal	3 yr.	37	839	1909
St. Mary's Cathedral, Reverend Leo Keating, superintendent	4 yr.	9	131	1950
GRANT, Perkins County, E. Lee Todd, superintendent	4 yr.	10	117	1933
HARTINGTON, C. A. Carkoski, superintendent	4 yr.	8	107	1938
HARVARD, Arnold J. Edmiston, superintendent	4 yr.	6	76	1922
HASTINGS, H. V. Taylor, principal	4 yr.	43	719	1908
HAY SPRINGS, Leslie T. Chamberlin, superintendent	4 yr.	8	143	1950
HEBRON, Glenn A. Lundstrom, superintendent	4 yr.	12	152	1918
HEMINGFORD, H. E. Goodwin, superintendent	4 yr.	8	114	1930
HOLDREGE, Louis A. Bragg, superintendent	6 yr.	16	211	1909
HOOVER, O. R. Weaver, superintendent	4 yr.	8	116	1930
HUMBOLDT, Ernest T. Heim, superintendent	4 yr.	8	106	1914
IMPERIAL, Chase County, A. S. Evans, superintendent	4 yr.	13	177	1914
KEARNEY, Longfellow, R. E. Collins, principal	3 yr.	22	414	1909
KIMBALL County, C. E. Young, superintendent	4 yr.	11	169	1922
LAUREL, Ernest J. Davis, superintendent	4 yr.	9	124	1923
LEXINGTON, Glenn E. Miller, superintendent	4 yr.	17	416	1915
LINCOLN:				
College View, Hazel G. Scott, principal	3 yr.	12	122	1922
Lincoln, William B. Bogar, principal	3 yr.	74	1714	1906

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Northeast, R. S. Mickle, principal	6 yr.	47	576	1942
Teachers College, W. H. Morton, principal	4 yr.	13	205	1911
Union College Academy, Ellis R. Maas, superintendent	4 yr.	8	90	1922
LOUP CITY, N. A. Sullivan, principal	4 yr.	11	173	1938
LYMAN, W. H. Ford, superintendent	4 yr.	8	108	1942
LYONS, L. W. Sexton, superintendent	4 yr.	10	150	1936
McCOOK Senior, Philip M. Johnston, principal	3 yr.	25	343	1910
MADISON, R. C. Andersen, superintendent	4 yr.	10	168	1917
MEAD Consolidated, H. O. Bixler, superintendent	4 yr.	7	62	1949
MILFORD, C. W. Lehman, superintendent	4 yr.	8	86	1949
MINATARE, E. Clyde Cox, superintendent	4 yr.	9	163	1940
MINDEN, C. L. Jones, superintendent	4 yr.	12	195	1915
MITCHELL, Charles J. Sanderson, superintendent	4 yr.	12	214	1926
MORRILL, Henry D. Hayen, superintendent	4 yr.	6	67	1939
NEBRASKA CITY, Ely C. Feistner, principal	4 yr.	21	365	1908
NELIGH, Royal R. Henline, superintendent	4 yr.	11	227	1918
NELSON, M. A. Everingham, superintendent	4 yr.	8	139	1917
NEWMAN GROVE, John W. Glock, superintendent	4 yr.	7	132	1929
NORFOLK Senior, Theodore P. Skillstad, principal	4 yr.	29	566	1908
NORTH BEND, C. R. Brown, superintendent	4 yr.	10	120	1917
NORTH PLATTE Senior, Roy W. Mayer, principal	3 yr.	27	612	1909
OAKLAND, C. H. Madden, superintendent	4 yr.	11	139	1918
OGALLALA, L. E. Hanson, superintendent	4 yr.	14	257	1942
OMAHA:				
Benson, Earl H. Schroer, principal	4 yr.	46	1193	1914
Central, J. Arthur Nelson, principal	4 yr.	60	1541	1904
North, H. C. Meents, principal	4 yr.	59	1590	1925
South, Richard C. Krebs, principal	4 yr.	90	2432	1907
Technical, Carl B. Palmquist, principal	4 yr.	91	2273	1925
Brownell Hall, W. C. Henry, principal	4 yr.	11	53	1927
Cathedral, Sister M. Madeleine, principal	4 yr.	17	367	1944
Convent of the Sacred Heart, Mother Anne Madden, principal	4 yr.	10	101	1924
Creighton University, H. L. Sullivan, S.J., principal	4 yr.	23	503	1917
Sacred Heart, Sister M. Constantius, principal	4 yr.	8	108	1925
Saint Mary, Sister M. Brendan, principal	4 yr.	14	391	1925
O'NEILL:				
O'Neill, Ira George, superintendent	4 yr.	11	184	1928
St. Mary's Academy, Sister M. Antonella, principal	4 yr.	8	147	1950
ORD, C. C. Thompson, superintendent	6 yr.	13	188	1918
OSCEOLA, Clair W. Wulber, superintendent	4 yr.	8	124	1918
OSHKOSH, Garden County, Jack O. L. Saunders, superintendent	4 yr.	11	161	1938
PAWNEE CITY, Wesley R. Bratt, superintendent	4 yr.	11	171	1909
PERU, Teachers College, S. L. Clements, director	4 yr.	14	94	1922
PIERCE, Greeley D. Price, superintendent	4 yr.	11	161	1932
PLAINVIEW, A. G. Peterson, superintendent	4 yr.	12	208	1931
PLATTSMOUTH, T. I. Friest, superintendent	4 yr.	14	313	1919
RANDOLPH, Wayne M. Brower, superintendent	4 yr.	9	118	1920
RAVENNA, Hugh A. Linn, superintendent	4 yr.	11	196	1915
RED CLOUD, Washington, D. J. Bunch, superintendent	4 yr.	9	101	1915
RUSHVILLE, George Gibson, superintendent	4 yr.	8	116	1938
ST. PAUL, Thomas F. Organ, superintendent	4 yr.	10	155	1929
SARGENT, C. G. Hillyer, superintendent	4 yr.	8	98	1948
SCHUYLER, Miles L. Kovarik, superintendent	4 yr.	14	267	1914
SCOTTSBLUFF, Lawrence Lemons, principal	6 yr.	39	611	1914
SCRIBNER, Neal C. Johnson, superintendent	4 yr.	9	143	1932



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>SEWARD:</b>				
Seward, Dwight L. Williams, superintendent	4 yr.	14	254	1909
Concordia, A. O. Fuerbringer, superintendent	4 yr.	15	130	1939
SHELTON, W. L. Whiting, superintendent	4 yr.	8	124	1913
SIDNEY, Albert E. Nimitz, principal	4 yr.	16	321	1917
SOUTH SIOUX CITY, Paul Miller, principal	4 yr.	12	305	1949
SPALDING Academy, Sister Clementia, principal	4 yr.	7	102	1948
STANTON, G. G. Hansen, superintendent	4 yr.	11	191	1926
STROMSBURG, Walter R. French, superintendent	4 yr.	9	128	1921
SUPERIOR, Ross B. Bonham, superintendent	4 yr.	15	216	1908
SUTHERLAND, Elwood W. Strong, superintendent	4 yr.	8	103	1934
SUTTON, Edwin A. Schaad, principal	4 yr.	12	163	1933
TECUMSEH, A. V. Grass, superintendent	4 yr.	12	181	1909
TEKAMAN, O. L. Scranton, superintendent	4 yr.	10	206	1913
TILDEN, Neal A. Grubb, superintendent	4 yr.	6	129	1930
TRENTOH, Frank L. Lee, superintendent	4 yr.	8	128	1932
VALENTINE, Melvin Olson, superintendent	4 yr.	10	188	1927
VALLEY, C. L. Retelsdorf, superintendent	4 yr.	8	167	1927
<b>WAHOO:</b>				
Wahoo, Paul E. Seidel, superintendent	4 yr.	14	219	1910
Luther College, Floyd E. Lauersen, president	4 yr.	9	22	1920
WAKEFIELD, Raymond E. Richards, superintendent	4 yr.	9	108	1935
WAUNETA Rural, C. J. Sutherland, superintendent	4 yr.	8	149	1948
WAVERLY, Harry Hegstrom, superintendent	4 yr.	7	70	1931
<b>WAYNE:</b>				
Wayne, E. W. Willert, superintendent	4 yr.	13	217	1917
Campus, M. B. Street, superintendent	6 yr.	12	46	1931
WEeping WATER, R. C. Porter, superintendent	4 yr.	6	93	1935
WEST POINT, Eugene L. Rarick, superintendent	4 yr.	12	151	1918
WILBER, Bernard J. Klasek, superintendent	4 yr.	10	147	1936
WISNER, H. J. Hageman, superintendent	4 yr.	11	180	1923
WOOD RIVER, Norman Youngquist, superintendent	4 yr.	8	155	1931
WYMORE, G. M. Corum, superintendent	4 yr.	8	143	1927
YORK, Lewis F. Fowles, principal	6 yr.	22	220	1907
<b>NEW MEXICO</b>				
ALAMOGORDO, W. Barnie Caton, superintendent	4 yr.	19	370	1925
<b>ALBUQUERQUE:</b>				
Highland, N. G. Tate, principal	4 yr.	46	1480	1950
Senior, Glen O. Ream, principal	3 yr.	79	2288	1917
St. Vincent Academy, Sister Ellenora, principal	4 yr.	7	81	1925
ANTHONY, Gadsden, Marvin E. Coester, principal	4 yr.	16	249	1930
ARTESIA, Travis Stovall, principal	4 yr.	26	546	1924
AZTEC, C. V. Koogler, superintendent	4 yr.	13	173	1950
BELEN Senior, Dan C. Miranda, principal	3 yr.	25	315	1923
CAPITAN Union, L. W. Clark, superintendent	6 yr.	8	132	1939
CARLSBAD Senior, W. H. Foster, principal	3 yr.	36	751	1917
CARRIZOZO, L. Z. Manire, superintendent	6 yr.	9	152	1945
CLAYTON, Berry N. Alvis, principal	4 yr.	21	416	1919
CLOVIS Senior, R. K. Staubus, principal	3 yr.	25	505	1924
DEMING, R. R. Lewis, principal	6 yr.	31	628	1918
ELIDA, H. E. Morgan, superintendent	6 yr.	8	131	1931
ESPANOLA, A. M. McDowell, principal	4 yr.	23	455	1947
ESTANCIA, LaMoine Langston, superintendent	4 yr.	10	178	1950
FARMINGTON, D. J. Holderness, principal	4 yr.	17	395	1936
FORT SUMNER, G. H. Dennard, principal	6 yr.	16	320	1928
GALLUP Senior, James T. Miley, principal	3 yr.	16	286	1919-1944 1946

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
GRANTS, Milton D. Perce, principal	4 yr.	14	251	1934
HAGERMAN, R. A. Welborne, superintendent	6 yr.	9	167	1924
HATCH Union, F. E. Ferguson, superintendent	4 yr.	15	217	1930
HOBBS Senior, Ross C. Kendall, principal	3 yr.	22	422	1939
HURLEY, A. C. Woodburn, principal	4 yr.	19	364	1924
LAS CRUCES Union, S. H. Moseley, principal	3 yr.	24	554	1918
LAS VEGAS, W. C. Hurt, principal	6 yr.	39	794	1917
LORDSBURG, B. B. McAlister, principal	6 yr.	18	313	1922
LOS ALAMOS, Walter J. Atkins, principal	4 yr.	31	384	1948
LOVINGTON, Roy L. Jones, principal	5 yr.	18	327	1935
PORTALES Senior, C. Taulbee, principal	3 yr.	21	462	1921
RATON, Vincent Walker, principal	4 yr.	22	471	1918
ROSWELL:				
New Mexico Military Institute, Col. E. L. Lusk, dean	3 yr.	19	277	1917
Senior, J. D. Shinkle, superintendent	3 yr.	30	736	1918
ROY, D. W. Bedinger, superintendent	6 yr.	9	155	1931
SANTA FE Senior, H. C. Morehead, principal	3 yr.	32	729	1921
SANTA ROSA, Paul Scarbrough, principal	4 yr.	14	245	1943
SILVER CITY, Western, Kenneth E. Kostenbader, principal	4 yr.	27	411	1917
SPRINGER, Earl Nunn, superintendent	4 yr.	12	159	1921
TAOS, B. E. Greiner, principal	6 yr.	31	616	1940
TRUTH OR CONSEQUENCES, Hot Springs, Lenora Giles, principal	6 yr.	20	486	1936
TUCUMCARI, E. L. Thomas, principal	4 yr.	27	488	1924
TULAROSA, Ross G. Lockhart, principal	6 yr.	13	232	1919
EAST VAUGHN, B. F. Claunch, principal	6 yr.	8	186	1933

## NORTH DAKOTA

BEACH, A. R. Miller, superintendent	4 yr.	7	128	1914
BELFIELD, James Randall, superintendent	4 yr.	5.5	135	1922
BISMARCK, C. W. Leifur, principal	4 yr.	28.21	694	1912
BOTTINEAU, R. W. Bangs, superintendent	6 yr.	11.50	251	1940
BOWBELLS, C. R. Kosebud, superintendent	4 yr.	5	65	1924
BOWMAN, Harry A. Westley, superintendent	4 yr.	7	137	1910
CANDO, M. J. Peterson, superintendent	3 yr.	6.8	87	1910
CARRINGTON, Norman H. Hanson, superintendent	5 yr.	10.7	228	1930
CASSELTON, T. E. Tryhus, superintendent	4 yr.	7.50	141	1913
CAVALIER, K. L. Rue, superintendent	4 yr.	8	165	1949
COOPERSTOWN, Edgar T. Mark, superintendent	6 yr.	8.32	150	1915
CROSBY, L. J. Totdahl, superintendent	6 yr.	10	264	1920
DEVILS LAKE, F. H. Gilliland, superintendent	5 yr.	24	505	1908
DICKINSON, Roland Risser, principal	4 yr.	16.6	394	1911
DRAKE, Lloyd H. King, superintendent	4 yr.	4.3	93	1924
EDGELEY, Roy H. Erickson, superintendent	4 yr.	4.75	101	1915
ELLEDALE, E. C. Ingvalson, superintendent	4 yr.	6.1	149	1919
ENDERLIN, A. P. Ziegenhagen, superintendent	4 yr.	8.50	172	1918
FAIRMOUNT, Olger Olson, superintendent	4 yr.	4.50	73	1935
FARGO:				
Fargo, B. C. B. Tighe, principal	3 yr.	44.50	837	1926
Oak Grove Seminary, A. L. Hermunsle, principal	4 yr.	13	210	1940
Shanley, Reverend Edward Arth, superintendent	4 yr.	16.6	283	1907
GRAFTON, H. B. Ensrud, superintendent	4 yr.	12.5	267	1908
GRAND FORKS:				
Grand Forks, Lawrence W. Hanson, principal	3 yr.	29.5	666	1907
Academy of St. James, Sister Irmina, principal	4 yr.	10.8	201	1926
GRANVILLE, S. B. Utgaard, superintendent	6 yr.	5	100	1923



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
HANKINSON, M. R. Lazenby, superintendent	4 yr.	5.50	114	1919
HARVEY, B. M. Hanson, superintendent	4 yr.	9.6	226	1924
HETTINGER, John J. Roberts, superintendent	4 yr.	9.5	181	1920
HILLSBORO, L. J. Grant, superintendent	4 yr.	6	129	1919
HUNTER, H. T. Anderson, superintendent	4 yr.	5	57	1925
JAMESTOWN:				
Jamestown, William S. Gussner, superintendent	3 yr.	18	425	1908
St. John's Academy, Sister M. Yvonne, superintendent	4 yr.	11.4	36	1923
KENMARE, Elmer C. Johnson, superintendent	6 yr.	7	205	1910
KULM, M. W. Gunter, superintendent	4 yr.	5	120	1943
LAKOTA, J. T. Carlson, superintendent	4 yr.	6.5	113	1911
LAMOURE, Harold Wakefield, superintendent	6 yr.	8.16	211	1913
LANGDON, Victor J. Knudson, superintendent	4 yr.	8.50	146	1923
LARIMORE, W. R. Reitan, superintendent	4 yr.	6	139	1913
LIDGERWOOD, Carl W. Jordahl, superintendent	4 yr.	6.25	141	1919
LISBON, M. C. Olson, superintendent	4 yr.	11.50	226	1912
McCLUSKY, P. O. Aasmundstad, superintendent	5 yr.	5.9	109	1936
MANDAN, W. L. Neff, superintendent	3 yr.	13.6	280	1913
MAYVILLE, G. Aarthun, superintendent	4 yr.	7.75	157	1918
MINOT:				
Minot, James H. Johnson, principal	3 yr.	27.9	598	1910
College, Benjamin S. Simmons, director	6 yr.	11.2	186	1950
MOHALL, F. Ray Rogers, superintendent	6 yr.	7.25	148	1921
MOTT, L. F. Rice, superintendent	4 yr.	9.50	169	1923
NEW ENGLAND, Hans Snortland, superintendent	4 yr.	5.50	74	1934
NEW ROCKFORD, I. L. Iverson, superintendent	6 yr.	10	226	1914
NEW SALEM, Lyle H. Hill, superintendent	4 yr.	5.70	139	1921
OAKES, E. A. Quam, superintendent	4 yr.	8.75	175	1916
PARK RIVER, Walsh County Agricultural & Training School, John Walters, superintendent	4 yr.	15	246	1929
PEMBINA, Olger Myhre, superintendent	6 yr.	6.50	128	1920
RIVERDALE, G. M. Stephens	4 yr.	9	137	1951
ROLLA, George L. Falkenstein, superintendent	4 yr.	6.50	123	1923
RUGBY, J. I. Pennington, superintendent	4 yr.	14	270	1915
ST. THOMAS, John E. Haun, superintendent	4 yr.	5.1	66	1915
STANLEY, W. L. Stewart, superintendent	4 yr.	8.42	170	1915
TOWNER, Emil F. Sather, superintendent	4 yr.	6	98	1921
VALLEY CITY:				
Valley City, Minard McCrea, superintendent	4 yr.	18	297	1910
College, H. O. Pearce, director	6 yr.	10	132	1949
VELVA, H. O. McCoy, superintendent	4 yr.	7.25	144	1920
WAHPETON, M. B. Zimmerman, superintendent	4 yr.	14.50	341	1922
WATFORD CITY, L. N. Larsen, superintendent	5 yr.	7.50	162	1938
WILLISTON, L. T. Havig, superintendent	4 yr.	19.5	490	1911

## OHIO

ADA, I. T. Warthman, superintendent	6 yr.	14.3	325	1922
AKRON:				
Buchtel, O. L. Schneyer, principal	4 yr.	47	1156	1936
Central, J. Ray Stine, principal	4 yr.	38.5	969	1906
East, J. F. Mearig, principal	4 yr.	61.5	1442	1925
Garfield, John W. Flood, principal	4 yr.	59.7	1518	1928
Kenmore, R. L. Fouse, principal	4 yr.	34.6	779	1943
North, Hugh R. Smith, principal	3 yr.	32.3	675	1921
South, Lewis C. Turner, principal	4 yr.	47.3	1203	1911
West, John Hagen, principal	4 yr.	30.8	688	1914

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Old Trail School, John H. Bunnell, headmaster	6 yr.	12	116	1935
Our Lady of Elms, Mother Mary Clare, principal	4 yr.	6.8	105	1944
Revere, Roy M. Pugh, superintendent	4 yr.	11.1	201	1945
St. Vincent, Sister M. Bernice, principal	4 yr.	22.3	656	1951
ALLIANCE, W. M. Davis, principal	4 yr.	53	1295	1912
AMHERST, M. L. Steele, principal	4 yr.	14.1	273	1916
ANNA, C. E. Stewart, superintendent	6 yr.	9.3	198	1934
ARCADIA Local, J. C. Kieffer, superintendent	6 yr.	8.5	188	1923
ARCHBOLD, Archbold-German, J. H. Spengler, superintendent	6 yr.	11.6	257	1925
ARLINGTON, C. F. Rost, superintendent	6 yr.	9	190	1930
ASHLAND, A. B. Gorsuch, principal	6 yr.	52.3	1241	1907
ASHLEY, R. B. Warner, superintendent	6 yr.	9	155	1929
ASHTABULA:				
Ashtabula, M. E. Rowley, principal	3 yr.	35	679	1905
Edgewood, W. H. Braden, superintendent	6 yr.	16.8	349	1937
Harbor, J. A. Fawcett, principal	6 yr.	23	379	1912
ATHENS, O. L. Wood, principal	4 yr.	21.6	467	1908
AVON LAKE, Ruth C. Merkle, principal	6 yr.	13	254	1942
BALTIMORE, Liberty Union, W. E. Harrington, superintendent	6 yr.	13	252	1945
BARBERTON:				
Barberton, H. A. Pieffer, principal	4 yr.	41.7	948	1938
Norton, A. R. Gaffga, superintendent	3 yr.	14	215	1940
BARNESVILLE, H. Don Scott, principal	4 yr.	15.3	352	1919
BATAVIA, P. L. Hopping, superintendent	4 yr.	9.7	202	1938
BAY VILLAGE, Bay, D. J. Leahy, principal	6 yr.	22.5	416	1928
BEALLSVILLE, H. L. Prichard, superintendent	6 yr.	8.3	176	1941
BEDFORD, W. C. Miller, principal	6 yr.	42.5	993	1924
BELLAIRE, Stephen Polinsky, principal	4 yr.	35.8	898	1911
BELLE CENTER, W. R. Dodge, superintendent	6 yr.	10	175	1941
BELLEFONTAINE, P. Q. Freeman, principal	6 yr.	32.5	786	1904
BELLEVUE, E. S. Glasgo, principal	4 yr.	24	361	1907
BELPRE, S. J. Lightfritz, superintendent	6 yr.	15	437	1951
BEREA, J. B. Crabbs, principal	6 yr.	34.7	909	1914
BETHEL, Bethel-Tate, J. B. Donaldson, superintendent	5 yr.	10.6	296	1947
BEXLEY, R. E. Kessler, principal	4 yr.	25	564	1925
BLOOMDALE, M. G. Hoskinson, superintendent	6 yr.	8.4	177	1940
BLUFFTON, Gerhard Buhler, principal	6 yr.	11.5	215	1912
BOWLING GREEN Senior, J. W. Parlette, principal	3 yr.	24.1	391	1909
BRADFORD, C. P. Bunnell, superintendent	6 yr.	11.3	282	1926
BRECKSVILLE, C. M. Burnett, superintendent	6 yr.	15.8	329	1938
BREMEN, Rushcreek Memorial, H. K. Costlow, superintendent	6 yr.	10.4	255	1928
BREWSTER, A. L. Walker, superintendent	4 yr.	8.3	129	1947
BRIDGEPORT, O. L. Edmundson, principal	3 yr.	12.4	282	1916
BROOKLYN VILLAGE, J. K. Nieman, principal	6 yr.	17.3	307	1942
BRYAN, C. W. Jones, principal	4 yr.	17.3	379	1907
BUCYRUS:				
Bucyrus, E. E. Gearhart, principal	6 yr.	28.5	627	1907
Holmes-Liberty, S. S. Cameron, superintendent	6 yr.	8.3	138	1938
BYESVILLE, Roy A. Cox, superintendent	4 yr.	8.5	164	1929
CADIZ, S. W. Simpkins, principal	6 yr.	16.1	424	1927
CALDWELL, G. W. Weekley, principal	6 yr.	11.3	262	1935
CAMBRIDGE Senior, Paul R. Lyne, principal	3 yr.	22.3	520	1910
CAMPBELL Memorial, S. S. Parenti, principal	5 yr.	36	764	1924
CANAL WINCHESTER, G. C. Schultz, superintendent	4 yr.	8.2	143	1916
CANFIELD, C. M. Johnson, superintendent	3 yr.	7.1	149	1951



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>CANTON:</b>				
Lehman, M. C. Watts, principal	4 yr.	28.5	649	1938
Lincoln, R. C. Custer, principal	4 yr.	49	1110	1943
McKinley, L. H. Booher, principal	4 yr.	79.5	1805	1909
Timken Vocational, H. E. White, principal	4 yr.	67	1415	1950
Central Catholic, Reverend Adelbert J. Cook, director	4 yr.	30.2	698	1928
South, S. A. Stine, superintendent	6 yr.	32.2	908	1940
CAREY, G. A. Hartman, superintendent	6 yr.	17	423	1946
CASTALIA, Margaretta, H. C. Zellner, superintendent	4 yr.	9.5	169	1929
CEDARVILLE, W. W. Boyer, superintendent	6 yr.	11.5	233	1922
CELINA, W. O. Cline, principal	4 yr.	15.5	372	1915
CENTERVILLE, C. L. Stingley, superintendent	6 yr.	9.4	197	1951
<b>CHAGRIN FALLS:</b>				
Chagrin Exempted Village, T. C. Gurney, principal	6 yr.	17	287	1928
Orange, Lewis Black, principal	6 yr.	17.2	409	1929
CHILLICOTHE, John A. Smith, principal	4 yr.	37.2	975	1901
<b>CINCINNATI:</b>				
Hughes, Elmer W. Kizer, principal	4 yr.	89.6	2201	1904
Walnut Hills, L. P. Stewart, principal	6 yr.	65.3	1691	1907
Western Hills, R. W. Cadwallader, principal	6 yr.	90.7	2470	1929
Withrow, A. O. Mathias, principal	4 yr.	95.5	2496	1919
Woodward, Winton Moeller, principal	4 yr.	61.1	1429	1904
Sacred Heart Academy, Mother H. Doyle, principal	4 yr.	8	76	1919
Mother of Mercy, Sister Mary Emily, principal	4 yr.	28	631	1949
St. Mary, Sister M. Jeannette, principal	4 yr.	16.1	332	1927
St. Xavier, William F. Fay, principal	4 yr.	30.7	639	1917
Summit Country Day, Sister Teresa Mary, principal	4 yr.	5.5	54	1907
CIRCLEVILLE, J. Wray Henry, principal	4 yr.	18.4	468	1903
<b>CLEVELAND:</b>				
Central, T. O. Moles, principal	3 yr.	49.4	1085	1904
Collinwood, F. L. Simmons, principal	3 yr.	56.4	1234	1928
East, P. M. Watson, principal	3 yr.	58.3	1331	1902
East Technical, B. W. Taylor, principal	3 yr.	47.3	953	1909
Glenville, A. T. Carr, principal	3 yr.	34.5	738	1905
James Ford Rhodes, N. D. Matthews, principal	4 yr.	50.5	1160	1934
John Adams, F. S. McCormick, principal	4 yr.	90	2047	1926
John Marshall, L. B. Bauer, principal	3 yr.	45.2	991	1916
Lincoln, E. J. Bryan, principal	6 yr.	80.3	1894	1913
South, Wayne G. Smith, principal	3 yr.	38.2	819	1905
West, Edgar A. Miller, principal	3 yr.	32.2	653	1905
West Technical, C. C. Tuck, principal	3 yr.	84.2	1896	1914
Cathedral Latin, A. L. Seebold, principal	4 yr.	42	1044	1921
Lourdes Academy, Sister Mary Gemma, principal	4 yr.	19	443	1927
Notre Dame Academy, Sister Mary Luke, principal	4 yr.	30	833	1927
St. Ignatius, T. F. Murray, principal	4 yr.	43.8	827	1920
St. Joseph Academy, Sister M. St. Ann, directress	4 yr.	20.7	502	1931
Villa Angela Academy, Sister M. Fabian, principal	4 yr.	12.4	266	1928
Cuyahoga Heights, R. C. Ray, principal	6 yr.	17.5	216	1939
<b>Cleveland Heights:</b>				
Heights, E. E. Morley, principal	3 yr.	81	1792	1909
Beaumont School for Girls, Sister M. Patrice, principal	4 yr.	14.6	346	1928
CLYDE, R. C. Fox, superintendent	6 yr.	19.5	433	1934
COLDWATER, Perry N. Noll, superintendent	4 yr.	10.5	235	1938
<b>COLUMBIANA:</b>				
Columbiana Exempted Village, D. W. Bailey, principal	4 yr.	9.3	164	1909

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Fairfield Local, T. V. Utterback, superintendent	6 yr.	9	160	1938
COLUMBUS:				
Central, Fred C. Slager, principal	3 yr.	63	1361	1937
East, A. Besacon, principal	3 yr.	46.9	1046	1905
Linden-McKinley, W. C. Dyer, principal	3 yr.	34.7	816	1950
North, Edgar W. House, principal	3 yr.	57.4	1193	1906
South, C. L. Dumaree, principal	4 yr.	61	1249	1907
West Senior, Irwin F. Young, principal	3 yr.	37.4	985	1938
Columbus Academy, S. F. Dennett, headmaster	4 yr.	10	78	1926
St. Joseph Academy, Sister Anna of the Sacred Heart, principal	4 yr.	12	177	1927
St. Mary of Springs Academy, Sister M. Mercia, directress	4 yr.	9.8	201	1920
University, J. A. Ramseyer, director	6 yr.	21	235	1945
Grandview Heights, R. D. Beery, principal	4 yr.	19.8	319	1915
Mifflin, E. A. Rickert, superintendent	6 yr.	16.7	389	1937
Upper Arlington, W. W. Gulden, principal	6 yr.	32	657	1925
Hamilton Township, D. L. Strausbaugh, superintendent	6 yr.	18.1	529	1951
COLUMBUS GROVE, E. F. Smith, superintendent	6 yr.	12.8	296	1941
CONNEAUT Senior, D. F. Macmillan, principal	3 yr.	14.1	315	1907
COPLEY, E. R. Malone, superintendent	4 yr.	12	240	1942
CORTLAND, William J. Roush, superintendent	6 yr.	7.9	169	1951
COSHOCTON, L. G. DeLong, principal	4 yr.	22	560	1912
COVINGTON, Burr A. Simpson, principal	6 yr.	12.5	349	1914
CRESTLINE, A. T. Enoch, principal	6 yr.	15.2	362	1921
CRESTON Local, Mabel Bibler, superintendent	6 yr.	9.6	191	1941
CROOKSVILLE, W. F. Worthington, principal	6 yr.	10.5	273	1932
CUYAHOGA FALLS, G. M. DeWitt, principal	4 yr.	41	1088	1913
DAYTON:				
Dunbar, L. G. Phillips, principal	6 yr.	52	1132	1938
Fairview-White, D. C. Longnecker, principal	4 yr.	62	1535	1922
Kiser, D. L. Sollenberger, principal	4 yr.	35	789	1931
Roosevelt, Nettie L. Roth, principal	4 yr.	81.7	1881	1930
Stivers, F. F. Carpenter, principal	4 yr.	52	1136	1911
Wilbur Wright, Jay W. Holmes, principal	4 yr.	48	1276	1905
Chaminade, M. G. Betz, principal	4 yr.	36.8	862	1938
Fairmont, J. E. Prass, principal	3 yr.	26.7	530	1926
Oakwood, J. N. Lewis, principal	6 yr.	33.5	614	1924
DEER PARK, K. W. Gillilan, principal	6 yr.	21.8	495	1951
DEFIANCE, C. W. Henkle, principal	6 yr.	32.1	832	1906
DEGRAFF Local, W. L. Hostetler, superintendent	6 yr.	10	192	1903
DELAWARE, Frank B. Willis, C. L. Hopkins, principal	6 yr.	31.6	779	1904
DELPHOS, Jefferson, L. E. Schmidt, principal	6 yr.	15	347	1903
DELTA, O. M. Welch, superintendent	6 yr.	11.8	306	1929
DENNISON, Fred Manning, principal	6 yr.	11.8	283	1951
DESHLER Local, R. D. Shauck, superintendent	6 yr.	10	230	1932
DOVER, O. V. Walker, principal	6 yr.	38.6	828	1903
DRESDEN, Jefferson, E. R. Gregg, superintendent	3 yr.	13	154	1923
EAST CANTON, Osnaburg Local, W. B. Goddard, superintendent	6 yr.	15.5	381	1942
EAST CLEVELAND:				
Shaw, Wayne Blough, principal	3 yr.	47	940	1911
Ursuline Academy of Sacred Heart, Sister M. Roberta, principal	4 yr.	13.8	260	1934
EAST LIVERPOOL, R. W. Betts, principal	4 yr.	51	1432	1904
EAST PALESTINE, H. S. Laber, principal	4 yr.	18	400	1904
EATON, H. C. Hildebolt, principal	6 yr.	17.8	453	1910



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
ELMORE, Harris-Elmore, L. R. Hetrick, superintendent	6 yr.	11.6	233	1938
ELYRIA:				
Elyria Public, G. B. Miraben, principal	4 yr.	61	1186	1904
Elyria District Catholic, Sister Mary Ralph, principal	4 yr.	13.8	325	1951
EUCLID Senior, C. G. Owens, principal	3 yr.	55.2	1087	1924
FAIRBORN, E. C. Burkhart, principal	5 yr.	26	724	1925
FAIRPORT HARBOR, Harding, E. H. Brown, superintendent	6 yr.	17.9	305	1921
FAIRVIEW PARK, Fairview, L. F. Mayer, superintendent	6 yr.	25.9	558	1932
FINDLAY:				
Senior, G. R. Constien, principal	3 yr.	33.8	726	1906
Liberty Township, F. R. Butler, superintendent	6 yr.	7.1	129	1924
FOREST, P. W. Thomas, superintendent	6 yr.	11	201	1938
FOSTORIA, O. K. Caldwell, principal	6 yr.	37.8	898	1910
FRANKLIN, Harry E. Martin, principal	6 yr.	25.9	717	1944
FREDERICKTOWN, R. D. McKinley, principal	6 yr.	14	302	1937
FREMONT, Ross, C. R. Cooper, principal	4 yr.	36.7	730	1903
GALION Senior, E. R. Pickering, principal	3 yr.	17.6	319	1903
GALLIPOLIS, Gallia Academy, Harold Brown, principal	4 yr.	19.5	508	1930
GARFIELD HEIGHTS:				
Garfield Heights, C. P. Lindecamp, principal	6 yr.	44.5	953	1924
Marymount, Sister Mary Aniceta, principal	4 yr.	14.3	372	1932
GATES MILLS, Gilmour Academy, Reverend Hyacinth, principal	4 yr.	11	120	1951
GENEVA, P. C. Gallaher, superintendent	6 yr.	20.4	501	1903
GENOA, Clay-Genoa, J. C. Roberts, superintendent	4 yr.	11.1	221	1933
GEORGETOWN, Paul Rainey, principal	6 yr.	10	241	1925
GERMANTOWN, A. L. Stingley, superintendent	6 yr.	14.3	361	1924
GIBSONBURG, A. N. Welter, principal	6 yr.	16.5	384	1916
GIRARD, O. C. Baumgartner, principal	5 yr.	39	641	1918
GLENDALE, H. R. Cromwell, superintendent	6 yr.	9	177	1932
GLOUSTER, K. R. Bodenbender, superintendent	6 yr.	10.5	237	1926
GRAND RAPIDS, N. F. Jones, superintendent	6 yr.	7.5	166	1939
GRANVILLE Local, S. E. Martin, superintendent	6 yr.	15.2	308	1926
GREENFIELD, McClain, C. E. Booher, principal	4 yr.	18.7	406	1904
GREENHILLS, Rex Ralph, principal	4 yr.	16.2	207	1948
GREENSBURG, Green Township, V. M. Webb, principal	6 yr.	12.5	404	1942
GREENVILLE, Paul C. Warner, principal	4 yr.	25.2	590	1914
GROVEPORT, Madison Township, H. M. Martin, superintendent	4 yr.	12	222	1926
HAMILTON:				
Hamilton, John O. Fry, principal	3 yr.	60.7	1493	1904
Fairfield Township, H. M. Potts, superintendent	6 yr.	18.2	487	1934
Ross Township, F. T. Finkbine, superintendent	6 yr.	10.1	245	1948
Notre Dame, Sister Teresa, principal	4 yr.	13.1	233	1951
HARRISON, E. C. Linker, superintendent	4 yr.	10	256	1940
HEBRON, Oscar Musgrave, superintendent	6 yr.	11	293	1951
HICKSVILLE, G. L. Rader, superintendent	6 yr.	12.7	275	1940
HILLIARDS, Norwich, M. D. Hartsook, superintendent	5 yr.	15.8	399	1951
HILLSBORO, W. T. Shannon, principal	6 yr.	22	636	1902
HOLGATE Village Local, D. J. Gisler, principal	6 yr.	9	224	1926
HUBBARD, Wm. H. MacDonald, principal	6 yr.	31.8	808	1932
HUDSON, Gene Nelson, superintendent	6 yr.	15.5	295	1931
HUNTSVILLE Local, R. J. Lynn, superintendent	6 yr.	7.2	140	1926
HURON Local, R. L. McCormick, superintendent	4 yr.	12.1	181	1918
IRONDALE, Saline Local, C. P. Henderson, superintendent	6 yr.	7.8	161	1935
IRONTON, F. B. Burchfield, principal	5 yr.	34.2	837	1910

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
JACKSON, Melbra Thornton, principal	6 yr.	28.6	773	1911
JEFFERSON, C. M. Watson, superintendent	6 yr.	13.5	364	1943
JOHNSTOWN, Johnstown-Monroe, S. R. Johnson, superintendent	6 yr.	11	272	1935
JEWETT, R. A. Kammeyer, superintendent	6 yr.	8	189	1942
KENT:				
Roosevelt, C. E. Paulus, principal	5 yr.	22.7	454	1912
State University, Michel Herchek, acting director	6 yr.	26	333	1918
KENTON, Paul L. Oaklief, principal	4 yr.	20	482	1922
KILBOURNE, Brown Local, A. S. Hirth, superintendent	6 yr.	7	95	1925
KINGS MILLS, J. F. Burns, superintendent	6 yr.	11.2	276	1935
LAFAYETTE, Lafayette-Jackson, H. Badertscher, superintendent	6 yr.	11.4	314	1945
LAKEWOOD:				
Lakewood, M. A. Povenmire, principal	3 yr.	73.7	1502	1905
St. Augustine Academy, Sister M. Basil, principal	4 yr.	13.8	285	1930
LANCASTER, Ruth Hudson, acting principal	4 yr.	44	1116	1903
LEAVITTSBURG, Warren Township, A. L. Bascom, superintendent	4 yr.	11.3	214	1925
LEETONIA, C. H. Allison, principal	6 yr.	18	378	1938
LEROY, Westfield, J. N. Ross, superintendent	6 yr.	10	188	1915
LEWISBURG, Lewisburg-Union, H. A. Hoffman, superintendent	6 yr.	10.1	255	1927
LEWISTOWN, Washington Local, M. V. Thrush, superintendent	6 yr.	8.5	176	1940
LIBERTY CENTER, H. B. Romaker, superintendent	6 yr.	14	289	1926
LIMA:				
Central, Howard C. Grove, principal	6 yr.	65.3	1535	1923
South, Merl O. Reed, principal	6 yr.	57	1401	1918
LISBON, Lisbon-David Anderson, G. M. Nace, Jr., principal	4 yr.	20.1	437	1910
LOCKLAND, I. C. Shell, principal	4 yr.	17.3	263	1912
LODI, W. S. Wood, superintendent	6 yr.	10.2	171	1938
LOGAN Senior, H. E. Kirk, principal	3 yr.	17.3	371	1913
LONDON:				
London, J. J. Hartley, superintendent	4 yr.	14	297	1906
Madison Rural, H. W. Boles, superintendent	6 yr.	8.4	184	1944
LORAIN:				
Lorain, E. R. Seidner, principal	3 yr.	58	1371	1907
Clearview, W. J. Durling, superintendent	6 yr.	19.3	430	1936
LOUDONVILLE, H. M. Wiggins, principal	6 yr.	21.5	391	1934
LOUISVILLE, R. A. Strausser, superintendent	4 yr.	23.5	572	1940
LOVELAND, L. W. Hurst, superintendent	4 yr.	12.2	230	1948
LOWELLVILLE, D. L. Metzger, principal	6 yr.	10.7	236	1937
LUCKEY, Troy Township, M. C. Hanely, superintendent	4 yr.	6.5	105	1951
McCOMB Local, W. M. Pees, superintendent	6 yr.	9	196	1926
McCONNELLSVILLE, Malta-McConnelsville, A. R. Durose, principal	4 yr.	11.8	296	1921
MCDONALD, A. A. Burkey, superintendent	6 yr.	13.5	253	1922
MADISON Memorial, H. W. Donaldson, superintendent	5 yr.	12.6	289	1926
MANSFIELD Senior, G. G. Rohleder, principal	3 yr.	63.4	1235	1923
MAPLE HEIGHTS, D. D. Coon, principal	6 yr.	30.9	839	1932
MARIEMONT, G. B. Redfern, principal	6 yr.	18.8	455	1940
MARIETTA Senior, Fred Mullenix, principal	3 yr.	24	646	1913
MARION, Harding, C. W. Gabler, principal	3 yr.	42.5	977	1903
MARTINS FERRY, H. A. Meyer, principal	4 yr.	31.2	663	1907
MARYSVILLE Senior, H. W. Carr, superintendent	4 yr.	12.4	274	1938

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
<b>MASSILLON:</b>				
Washington, L. R. Kemp, principal	3 yr.	60	1194	1906
Jackson Memorial, H. C. Saunder, superintendent	6 yr.	19.1	433	1941
<b>MAUMEE:</b>				
Maumee, R. W. Findley, principal	6 yr.	19.2	436	1926
Maumee Valley Country Day, Willis Stork, head-master	6 yr.	9.2	96	1938
MAYFIELD HEIGHTS, Mayfield, R. W. Lackey, principal	6 yr.	22.1	450	1928
MECHANICSBURG, H. C. Carter, principal	6 yr.	12.5	356	1951
MEDINA, H. E. Claggett, principal	4 yr.	21.4	372	1908
MENTOR, D. R. Rice, superintendent	5 yr.	28.8	557	1936
MIAMISBURG, L. F. Mittler, principal	5 yr.	21.6	598	1909
MIDDLEBRANCH, Gene A. Dutter, superintendent	6 yr.	15.5	380	1940
MIDDLEPORT, L. W. McComas, superintendent	4 yr.	9.8	186	1927
MIDDLETOWN, D. R. Baker, principal	3 yr.	46	1107	1906
MILAN, Neil S. Jones, superintendent	6 yr.	8.8	198	1926
MILFORD, J. W. Alley, principal	4 yr.	9.6	250	1929
MILLBURY, Lake Township, C. T. Falls, superintendent	6 yr.	12	282	1926
MILLERSBURG, V. J. Briegel, superintendent	6 yr.	14.5	299	1923
MINERAL RIDGE, Weathersfield Township, J. Seaborn, Jr., principal	6 yr.	18.2	295	1949
MINERVA, H. P. Wisman, superintendent	4 yr.	19	411	1924
MINGO JUNCTION, John G. Muth, principal	4 yr.	15.6	305	1915
MINSTER, F. T. Lang, superintendent	4 yr.	12	200	1916
MONROE, Lemon-Monroe, W. E. Davis, principal	4 yr.	26.5	643	1935
MONROEVILLE, J. S. Barrington, superintendent	6 yr.	9.5	204	1951
MONTPELIER Exempted Village, H. A. Karnes, principal	5 yr.	13.5	343	1925
MT. BLANCHARD Local, J. E. Paynter, principal	6 yr.	8.3	161	1937
MOUNT GILEAD, O. H. Farrar, superintendent	6 yr.	13	274	1925
MT. STERLING, Stephen Lewis, superintendent	6 yr.	7.3	184	1914
MT. VERNON, Kenneth West, principal	6 yr.	45.7	1012	1915
NAPOLEON, E. W. Titus, principal	4 yr.	20.5	358	1914
NAVARRÉ, R. H. Hall, superintendent	4 yr.	8.5	162	1946
NELSONVILLE, J. K. Kinneer, principal	6 yr.	18.3	406	1927
<b>NEWARK:</b>				
Senior, Frew C. Boyd, principal	3 yr.	39.5	958	1931
St. Francis de Sales, Sister M. Boniface, principal	4 yr.	8	213	1929
NEW BOSTON, Glenwood, R. E. Hall, principal	6 yr.	19.5	426	1940
NEW BREMEN, R. L. Downing, superintendent	6 yr.	8.5	181	1913
NEWCOMERSTOWN, Fred W. Lowry, principal	6 yr.	22.6	544	1940
NEW CONCORD, H. A. Steele, superintendent	6 yr.	13.5	349	1918
NEW LEXINGTON, L. D. Lewis, principal	6 yr.	17.7	408	1903
NEW LONDON, K. C. DeGood, superintendent	6 yr.	12.8	299	1951
NEW PHILADELPHIA Senior, J. B. Rudy, principal	3 yr.	21.5	482	1918
NEW RICHMOND, R. C. Thompson, superintendent	6 yr.	9.5	280	1940
<b>NEWTON FALLS:</b>				
Newton Falls, G. S. McCague, principal	4 yr.	17	359	1939
Braceville, K. V. Hiestand, superintendent	6 yr.	8.6	216	1947
NEW WASHINGTON, H. S. Gary, superintendent	6 yr.	8.4	158	1925
NEW WATERFORD, M. W. Faloon, superintendent	6 yr.	9.5	240	1938
NILES, McKinley, R. H. Sharp, principal	3 yr.	25.4	541	1903
NORTH BALTIMORE, E. A. Van Atta, superintendent	4 yr.	11	174	1916
NORTH CANTON, R. E. Trachsel, superintendent	6 yr.	21.7	411	1934
NORTH COLLEGE HILL, A. C. Tucker, principal	4 yr.	13.8	255	1945
NORTH OLMSTED, P. C. Rhodes, principal	6 yr.	19.4	437	1937
NORTH RIDGEVILLE, Elizabeth Wilcox, superintendent	6 yr.	14.5	331	1931
NORWALK, Elmer Marks, principal	4 yr.	23	367	1906
NORWOOD, C. H. Albrecht, principal	4 yr.	54.2	945	1908



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
OAK HARBOR, Salem-Oak Harbor, R. C. Waters, superintendent	5 yr.	15	342	1916
OAK HILL, J. A. Miller, superintendent	6 yr.	13.5	374	1951
OBERLIN, D. L. Simpson, principal	6 yr.	19.5	450	1906
OHIO CITY, Ohio City-Liberty, Mark B. Gens, superintendent	4 yr.	7.5	101	1947
OLMSTED FALLS, W. W. Zinser, superintendent	6 yr.	16.5	387	1935
ORRVILLE, P. K. Howells, principal	6 yr.	22.6	478	1914
OXFORD:				
Public, R. W. Bogan, superintendent	6 yr.	9.3	235	1942
McGuffey, J. R. Neill, principal	6 yr.	18.1	251	1916
PAINESVILLE, Harvey, J. C. Corwin, principal	3 yr.	25	510	1905
PARMA, Parma-Schaaf, W. S. Bassett, principal	4 yr.	45.1	1151	1930
PEMBERVILLE, A. J. Kauber, superintendent	6 yr.	9	167	1937
PERRY Local, R. G. Few, superintendent	6 yr.	13.2	230	1926
PERRYSBURG, O. C. Treece, principal	6 yr.	21	493	1905
PHILO, R. E. Brown, superintendent	4 yr.	12.8	232	1940
PIQUA, R. G. Winter, principal	4 yr.	28.6	626	1907
PLAIN CITY, G. R. Fox, superintendent	6 yr.	8.5	170	1944
POLAND Seminary, G. M. Barton, superintendent	6 yr.	19.1	439	1938
POMEROY, J. E. White, principal	3 yr.	9.7	191	1928
PORT CLINTON, B. H. Corthell, principal	6 yr.	21.3	526	1914
PORTSMOUTH:				
Portsmouth, E. H. Fournier, principal	4 yr.	52.7	1156	1912
East, T. W. Smith, principal	4 yr.	14.6	338	1948
RADNOR Local, H. A. Appller, superintendent	6 yr.	8.2	133	1942
RAVENNA:				
Ravenna, W. E. Watters, principal	6 yr.	29.6	679	1906
Ravenna Local Township, C. A. Enlow, superintendent	6 yr.	10.8	286	1926
RAWSON, Mt. Cory-Rawson, R. K. Derrickson, superintendent	6 yr.	14	320	1926
READING:				
Reading, R. M. Lawwill, principal	4 yr.	14.4	252	1948
Mt. Notre Dame Academy, Sister Sarah Francis, principal	4 yr.	7	86	1927
RICHWOOD, H. R. Fisher, superintendent	4 yr.	9.7	161	1951
RISINGSUN, Don E. Hiatt, superintendent	6 yr.	8	148	1939
RITTMAN, S. L. Wiles, principal	4 yr.	13.2	209	1930
ROCKFORD Public, Lloyd H. Iler, superintendent	4 yr.	11.2	164	1925
ROCKY RIVER, M. V. Grubb, principal	3 yr.	17.7	378	1922
ROSSFORD, G. H. Burns, superintendent	6 yr.	17.2	273	1924
RUDOLPH, Liberty, C. E. Mahaffey, principal	5 yr.	6.2	80	1924
RUSHSVLVANIA Local, H. L. Swick, superintendent	6 yr.	8	144	1937
ST. BERNARD, Olga V. Stuerwald, principal	6 yr.	24	312	1928
ST. CLAIRSVILLE, W. I. Gregg, superintendent	4 yr.	19.6	438	1917
ST. MARYS Memorial, L. L. Hurley, principal	4 yr.	18.4	391	1903
SALEM, B. G. Ludwig, principal	4 yr.	38.6	818	1906
SANDUSKY, W. C. Glenwright, principal	4 yr.	45.2	1056	1904
SCIO, J. A. Wiggins, superintendent	6 yr.	9.4	185	1940
SEAMAN, Glenn L. Hook, superintendent	6 yr.	7.5	194	1941
SEBRING, McKinley, Herman Jones, principal	6 yr.	18.8	443	1932
SHADYSIDE, F. V. Wright, principal	6 yr.	16	394	1933
SHAKER HEIGHTS:				
Shaker Heights, R. H. Rupp, principal	3 yr.	54.6	831	1920
University, H. Cruikshank, headmaster	3 yr.	12.9	179	1908
SHELBY, J. E. McCollough, principal	6 yr.	32	684	1904
SHREVE, Roy W. Klay, superintendent	6 yr.	10.7	282	1930

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
SIDNEY, H. C. McDermott, principal	6 yr.	15.8	972	1920
SMITHFIELD, L. D. Freshcorn, superintendent	6 yr.	14	332	1934
SMITHVILLE, Green Township, F. D. Burkholder, superintendent	5 yr.	9.4	236	1940
SOLON, L. L. Burkhart, superintendent	6 yr.	11.8	203	1951
SOUTH EUCLID-Lyndhurst, Brush, R. S. Shupp, principal	4 yr.	30	653	1930
SPENCERVILLE, E. C. Branstetter, superintendent	6 yr.	15.5	373	1941
SPRINGFIELD:				
Senior, C. L. Fox, principal	4 yr.	81	1783	1906
Catholic Central, Sister Catherine Therese, principal	4 yr.	22.3	499	1932
Northwestern, G. A. Townsley, superintendent	4 yr.	11	223	1951
STEBENVILLE:				
Steubenville, A. C. May, principal	4 yr.	54.4	1105	1904
Wintersville, Rolla D. Webster, superintendent	6 yr.	23.5	646	1950
STOW, W. T. Barr, principal	4 yr.	17.1	353	1929
STRONGSVILLE, W. W. Smith, superintendent	6 yr.	13	264	1940
STRUTHERS, Paul C. Lisse, principal	4 yr.	24.5	554	1925
STRYKER, F. O. Ellsworth, superintendent	6 yr.	8.4	226	1924
SUGAR GROVE, Berne Union, D. O. Davis, superintendent	6 yr.	9.5	205	1940
SWANTON Local, L. A. Walker, superintendent	4 yr.	12.9	353	1926
SYCAMORE Local, Charles Shell, superintendent	6 yr.	9	204	1942
SYLVANIA:				
Burnham, C. D. Cotterman, principal	6 yr.	43.3	1221	1926
St. Clare Academy, Sister M. Bonaventure, principal	4 yr.	6.8	50	1935
TIFFIN, Columbia, W. W. Martin, principal	3 yr.	19.2	348	1904
TILTONSVILLE, Warren Consolidated, E. B. Dobraneski, principal	6 yr.	16.7	457	1934
TIPP CITY, Tippecanoe, Lyman Darcy, principal	6 yr.	17.5	379	1915
TOLEDO:				
DeVilbiss, M. C. Nauts, principal	4 yr.	78.8	1911	1933
Libbey, L. W. Rusie, principal	4 yr.	64.8	1640	1924
Scott, R. J. Langstaff, principal	4 yr.	60	1337	1914
Waite, P. H. Conser, principal	4 yr.	58.1	1516	1914
Woodward, F. A. Duvendack, principal	4 yr.	63.1	1219	1921
Central Catholic, J. L. Harrington, principal	4 yr.	74.5	2040	1938
St. Ursula Academy, Sister Mary Blanche, principal	4 yr.	18.4	282	1936
Clay, Oregon Township, Josephine Fassett, principal	4 yr.	25.3	544	1931
Ottawa Hills, F. W. Brown, superintendent	5 yr.	17.8	199	1941
Whitmer, A. C. Walker, principal	4 yr.	30	763	1930
TORONTO, R. W. Patterson, principal	4 yr.	22.3	470	1918
TRENTON, D. H. Krueger, superintendent	6 yr.	10	249	1943
TROTWOOD, Madison Township, M. A. Shellhaas, superintendent	6 yr.	19.2	474	1938
TROY, Charles Secoy, principal	4 yr.	28.4	627	1904
TWINSBURG, W. S. Mercer, principal	6 yr.	8.5	162	1943
UHRICHSVILLE, Samuel Shimp, principal	4 yr.	18	446	1949
UNION CITY, INDIANA, Jackson Township Rural, G. E. Steele, superintendent	6 yr.	10	219	1947
UPPER SANDUSKY, Harold U. Cope, principal	6 yr.	22.8	470	1909
URBANA, M. H. Fowler, principal	4 yr.	18.9	390	1924
UTICA, Utica-Washington, J. A. MacTavish, superintendent	6 yr.	12	306	1941
VAN BUREN Local, B. R. Ford, superintendent	6 yr.	8	138	1925
VANDALIA, Butler Consolidated, M. B. Morton, superintendent	6 yr.	23	536	1935
VANLUE Rural, H. E. Hinkle, superintendent	6 yr.	8	175	1938
VAN WERT, Robert Baker, principal	4 yr.	26	534	1903
VERMILION, C. K. DeWitt, superintendent	6 yr.	14	382	1930

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
VERSAILLES Exempted Village, L. F. Rhodes, principal	6 yr.	16	362	1927
VIENNA, J. H. Wanamaker, superintendent	6 yr.	9.3	210	1951
WADSWORTH, O. J. Work, principal	4 yr.	20.1	419	1927
WAPAKONETA, Blume, F. H. Laman, principal	4 yr.	19.1	376	1913
WARREN:				
Harding Senior, M. Mollenkopf, principal	3 yr.	65.3	1416	1908
Howland Township, A. O. Lemaster, superintendent	6 yr.	24.3	547	1951
WASHINGTON COURT HOUSE, Washington, A. E. Wohlers, principal	6 yr.	35.8	885	1910
WATERTVILLE, H. H. Dudrow, superintendent	6 yr.	7	127	1926
WAUSEON, M. A. Farber, principal	6 yr.	16.7	353	1908
WAYNE, Montgomery Township, R. E. Stevens, superintendent	6 yr.	7	138	1937
WELLINGTON, R. A. McCormick, principal	6 yr.	15.4	332	1928
WELLSTON, C. E. Swick, principal	4 yr.	15.5	389	1930
WELLSVILLE, F. W. Gant, principal	4 yr.	21.9	504	1936
WEST ALEXANDRIA, R. E. Lucas, superintendent	6 yr.	9.5	209	1926
WEST CARROLLTON, H. A. Russell, principal	6 yr.	23.3	507	1935
WESTERVILLE, T. V. Bancroft, principal	6 yr.	20	565	1925
WEST JEFFERSON Local, Dale S. Porter, superintendent	6 yr.	9	198	1913
WESTLAKE, J. D. Read, principal	6 yr.	14.6	328	1929
WEST LIBERTY, G. R. Patton, superintendent	6 yr.	8.1	172	1933
WICKLIFFE, G. H. Michel, superintendent	6 yr.	15.5	301	1926
WILLARD, Peter A. Wiebe, principal	4 yr.	15	312	1912
WILLOUGHBY:				
Union, A. Shankland, principal	4 yr.	42.6	896	1904
Kirtland, D. McClintock, superintendent	6 yr.	13	186	1946
Andrews School for Girls, R. O. Hibschan, director	6 yr.	24.4	402	1948
WILMINGTON, S. E. Gilmore, principal	6 yr.	22	583	1915
WOODSFIELD, D. W. Devore, superintendent	4 yr.	8.3	178	1924
WOODVILLE, I. Wm. Miller, superintendent	6 yr.	10	169	1941
WOOSTER, J. A. Dorff, principal	6 yr.	44.1	940	1904
WORTHINGTON Senior, R. C. Heischman, principal	3 yr.	12	243	1940
WYOMING, B. S. Bradbury, principal	6 yr.	18.4	334	1907
XENIA:				
Central, C. H. Benner, principal	6 yr.	33.3	923	1905
East, P. L. Hasty, principal	6 yr.	8.4	184	1934
Beavercreek Township, E. G. Shaw, superintendent	6 yr.	15	397	1937
YELLOW SPRINGS, Bryan, John Halchin, superintendent	6 yr.	10	178	1947
YOUNGSTOWN:				
Chaney, C. W. Ricksecker, principal	6 yr.	54.5	1023	1929
East, E. E. Fell, principal	3 yr.	36.5	823	1927
North, W. L. Richey, principal	4 yr.	19.6	439	1939
Rayen, Frank W. Tear, principal	4 yr.	50	1114	1909
South, R. L. Fleming, principal	3 yr.	58.4	1210	1913
Wilson, G. W. Glasgow, principal	6 yr.	53.5	1107	1940
Ursuline, G. W. Holdbrook, principal	4 yr.	28.9	795	1931
Boardman, J. W. Tidd, principal	4 yr.	26	627	1930
Liberty, E. J. Blott, principal	6 yr.	16.3	384	1948
ZANESFIELD, H. A. Kuenzli, superintendent	6 yr.	7	94	1941
ZANESVILLE, Lash, Ralph Storts, principal	3 yr.	50.4	1227	1906
OKLAHOMA				
ADA:				
Ada, E. A. Williamson, principal	3 yr.	22	434	1923
Horace Mann, Victor H. Hicks, director	6 yr.	10	148	1922
ALTUS, Clifford Peterson, superintendent	3 yr.	16	304	1921
ALVA, Earl L. Geis, superintendent	4 yr.	18	348	1919



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
ANADARKO, Earl C. Everett, principal	3 yr.	11	263	1939
ARDMORE, Murl H. Price, principal	3 yr.	21	476	1918
ATOKA, Henry Cooper, superintendent	4 yr.	23	386	1923
BARNSDALL, Ramon Reno, superintendent	4 yr.	13	199	1925
BARTLESVILLE:				
College High, Carl A. Ransbarger, principal	3 yr.	29	626	1912
Douglass, R. T. Gracey, principal	6 yr.	9	106	1948
BETHANY, Harry L. Edwards, superintendent	4 yr.	11	226	1939
BLACKWELL, J. Arthur Herron, superintendent	3 yr.	21	407	1912
BRISTOW, H. H. Sims, principal	3 yr.	23	256	1918
CACHE, T. V. Smart, superintendent	3 yr.	5	87	1948
CARNEGIE, Vernon L. Barnes, principal	3 yr.	9	150	1939
CHECOTAH, Fred C. Ogle, superintendent	3 yr.	17	219	1936
CHEROKEE, Hal N. Buckanan, superintendent	4 yr.	11	168	1928
CHICKASHA:				
Chickasha, Trice Broadrick, principal	3 yr.	23	457	1912
Lincoln, R. G. Parrish, principal	4 yr.	12	119	1950
CLAREMORE:				
Claremore, T. F. Hames, superintendent	4 yr.	19	403	1921
Oklahoma Military Academy, Major Ralph Baird, dean	4 yr.	19	159	1925
CLEVELAND, W. Rankin Young, superintendent	4 yr.	12	219	1918
CLINTON, Al Harris, superintendent	4 yr.	23	459	1920
COPAN, Thomas Reynolds, superintendent	4 yr.	7	96	1919
CUSHING, Wm. D. Carr, superintendent	4 yr.	21	527	1918
DAVIS, Oren Terrill, superintendent	3 yr.	12	89	1948
DEWEY, Max Crouse, superintendent	3 yr.	13	152	1918
DRUMRIGHT, Darwin Kirkman, principal	4 yr.	17	360	1918
DUNCAN, Dion C. Wood, superintendent	3 yr.	24	533	1921
DURANT:				
Durant, Carl Anderson, superintendent	3 yr.	20	360	1921
Russell Training, A. L. Pool, director	6 yr.	9	97	1922
EDMOND:				
Edmond, M. W. Glasgow, superintendent	4 yr.	17	360	1925
Central State, Loran R. Snelson, director	6 yr.	13	91	1922
ELK CITY, Jack Davis, principal	3 yr.	12	246	1938
EL RENO, Walter P. Marsh, principal	4 yr.	30	628	1918
ENID, D. Bruce Selby, principal	3 yr.	42	933	1911
EUFULA, E. G. Mouser, superintendent	4 yr.	13	224	1938
FAIRFAX, V. J. Lockett, superintendent	4 yr.	10	184	1921
FOX, Carl Buck, superintendent	3 yr.	13	108	1940
FREDERICK, Bryan Waid, superintendent	4 yr.	14	269	1919
GARBER, John E. Holcomb, superintendent	4 yr.	13	187	1923
GRANDFIELD, N. B. Smith, superintendent	3 yr.	6	76	1925
GROVE, H. E. Wilson, superintendent	3 yr.	8	130	1950
GUTHRIE, C. P. Wright, principal	3 yr.	18	393	1912
GUYSON, George W. Spinner, superintendent	3 yr.	15	224	1921
HARRAH, C. E. Evans, superintendent	4 yr.	11	145	1941
HASKELL, W. E. White, superintendent	4 yr.	6	144	1922
HEALDTON, Noel E. Vaughn, superintendent	4 yr.	9	187	1923
HENNESSEY, Lee Hart, superintendent	4 yr.	10	139	1930
HENRYETTA, E. E. Battles, superintendent	4 yr.	19	396	1917
HOBART, Tom Hansen, superintendent	3 yr.	14	223	1922
HOLDENVILLE, J. E. Stieweg, superintendent	4 yr.	13	292	1920
HOLLIS, E. R. Brecheen, principal	3 yr.	9	136	1927
HOMINY, Ellis F. Nantz, superintendent	4 yr.	11	214	1925
HOOKER, A. M. Keeth, superintendent	4 yr.	8	120	1926
HUGO, Floyd E. Zion, principal	4 yr.	20	378	1913

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
IDABEL, G. S. Sanders, superintendent	3 yr.	15	288	1928
JENKS, E. O. Henninger, superintendent	4 yr.	10	188	1936
KINGFISHER, Henry Avery, superintendent	3 yr.	8	147	1920
LAWTON, H. W. Bish, principal	3 yr.	34	793	1914
MADILL, M. C. Collum, superintendent	4 yr.	14	353	1919
MANGUM, Ray Hogan, principal	3 yr.	17	184	1918
MARIETTA, Joe McKinnis, superintendent	4 yr.	8	145	1922
MARLOW, L. L. Teakell, superintendent	3 yr.	9	163	1922
MAUD, L. C. Bayless, superintendent	4 yr.	9	140	1936
McALESTER:				
McAlester, S. Arch Thompson, superintendent	4 yr.	32	724	1911
L'Ouverture, Willa Strong, principal	4 yr.	8	100	1950
McMAN, Dundee, W. W. McCombs, superintendent	4 yr.	7	64	1923
MEDFORD, Howard Welborn, superintendent	4 yr.	8	113	1938
MIAMI, R. C. Nichols, superintendent	3 yr.	18	414	1919
MINCO, Arthur Clark, superintendent	4 yr.	9	191	1926
MOORE, Paul E. Jordan, superintendent	3 yr.	9	178	1939
MUSKOGEE:				
Central, B. L. Wertz, principal	3 yr.	50	1122	1911
Manual Training, L. R. Kirkpatrick, principal	4 yr.	23	525	1950
NEWKIRK, Earl Hamon, superintendent	4 yr.	11	229	1919
NORMAN:				
Norman, Lance Ewbank, principal	3 yr.	22	569	1919
University, Garold Holstine, director	4 yr.	10	96	1923
NOWATA, J. W. Martin, superintendent	4 yr.	14	297	1921
OILTON, S. E. Spann, superintendent	4 yr.	6	114	1923
OKEENE, B. B. Fisher, superintendent	4 yr.	9	142	1926
OKLAHOMA CITY:				
John Marshall, Harry West, principal	3 yr.	24	234	1926
Capitol Hill, Alex Rigdon, principal	3 yr.	81	1903	1926
Central, F. R. Born, principal	3 yr.	70	1826	1910
Classen, W. H. Taylor, principal	3 yr.	66	1700	1926
Northeast, J. B. Greene, principal	3 yr.	35	494	1938
Putnam City, D. D. Kirkland, superintendent	3 yr.	22	434	1951
Southeast, Charles Grady, principal	3 yr.	11	247	1939
Douglass, F. D. Moon, principal	4 yr.	46	1360	1938
OKMULGEE:				
Okmulgee, Clell C. Warriner, principal	3 yr.	17	428	1914
Dunbar, C. A. Jackson, principal	6 yr.	15	314	1945
PAULS VALLEY, Paul B. Allen, superintendent	3 yr.	16	283	1920
PAWHUSKA, S. C. Sprague, superintendent	4 yr.	16	295	1917
PAWNEE, Homer Shaw, superintendent	4 yr.	16	262	1932
PERRY:				
Perry, George Spraberry, superintendent	3 yr.	15	242	1922
Blaine, George Spraberry, superintendent	6 yr.	6	63	1950
PONCA CITY:				
Ponca City, Homer S. Anderson, principal	3 yr.	41	864	1918
Attucks, James J. West, principal	4 yr.	9	38	1950
POTEAU, Elbert L. Costner, superintendent	3 yr.	18	228	1923
PURCELL, Jack T. Riley, superintendent	3 yr.	10	167	1950
PRYOR, G. A. Godfrey, superintendent	4 yr.	23	513	1924
RAMONA, N. M. Bradley, superintendent	4 yr.	7	105	1919
RED OAK, E. T. Dunlap, superintendent	4 yr.	10	124	1949
SALLISAW, G. R. Hurd, superintendent	4 yr.	16	370	1951
SAND SPRINGS:				
Sand Springs, John Deck, principal	3 yr.	22	515	1923
B. T. Washington, George W. Tilmon, principal	4 yr.	11	85	1942
SAPULPA, J. B. Newman, principal	4 yr.	31	699	1912

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
SAYRE, Ferrill Martin, superintendent	3 yr.	10	166	1929
SEMINOLE, O. D. Johns, superintendent	4 yr.	26	539	1932
SHAWNEE, A. L. Burks, superintendent	3 yr.	34	728	1916
SHIDLER, Jack Hay, superintendent	4 yr.	11	175	1927
SKIATOOK, Charles Marrs, superintendent	4 yr.	8	170	1923
STILLWATER, Joe E. Timken, principal	4 yr.	33	700	1922
STILWELL, C. J. Malloy, superintendent	4 yr.	20	349	1951
SULPHUR, George S. Portman, superintendent	3 yr.	14	208	1939
TAHLEQUAH, Wm. C. Dagley, Luther D. Brown, principal	4 yr.	16	312	1930
TIPTON, Jess Hanna, principal	3 yr.	12	86	1940
TONKAWA:				
Tonkawa, C. B. Frederick, superintendent	4 yr.	15	152	1928
Northern Oklahoma Junior College, Loren Brown, president	2 yr.	3	4	1930
TULSA:				
Cascia Hall, Reverend J. J. Sinnett, president	4 yr.	10	95	1934
Central, M. M. Black, principal	3 yr.	111	3042	1911
Daniel Webster, T. H. Broad, principal	4 yr.	37	865	1933
Holland Hall, Eliza B. Heavey, headmistress	4 yr.	6	26	1942
Monte Cassino, Sister M. Edward, principal	4 yr.	9	63	1936
Will Rogers, R. W. Knight, principal	3 yr.	63	1477	1940
B. T. Washington, C. L. Cole, principal	6 yr.	22	1383	1927
VINITA, G. L. Conner, principal	3 yr.	14	264	1913
WAGONER, H. A. Lucas, superintendent	4 yr.	16	280	1927
WEATHERFORD, W. H. Burrese, principal	3 yr.	10	156	1938
WELEETKA, C. M. Johnson, superintendent	4 yr.	8	123	1936
WETUMKA, Jim J. Ragland, superintendent	4 yr.	10	219	1948
WEWOKA:				
Wewoka, C. B. Howerton, principal	3 yr.	14	222	1928
Douglass, A. M. Jordan, principal	4 yr.	8	141	1939
WILSON, H. D. Gound, superintendent	4 yr.	14	190	1925
WOODWARD, Wilson Riley, superintendent	3 yr.	16	292	1918
WYNONA, Bentley Shockley, superintendent	4 yr.	5	71	1925
YALE, C. R. Clodfelter, superintendent	4 yr.	11	142	1938
YUKON, Ralph A. Myers, superintendent	4 yr.	13	172	1924

## SOUTH DAKOTA

ABERDEEN Central, C. H. Holgate, principal	3 yr.	35.3	787	1907
ALCESTER, V. W. Madsen, superintendent	4 yr.	7	144	1939
ALEXANDRIA, M. P. Ritzman, superintendent	4 yr.	4.8	74	1942
ARLINGTON, O. A. Shuck, superintendent	4 yr.	8	149	1930
ARMOUR, J. L. Kidwell, superintendent	4 yr.	7	96	1919
BELLE FOURCHE, Frank Kober, superintendent	3 yr.	22	215	1916
BERESFORD, M. H. Shennum, superintendent	4 yr.	11.8	192	1932
BRITTON, W. E. Cermak, superintendent	4 yr.	8.75	166	1926
BROOKINGS, J. E. Martin, superintendent	4 yr.	25.5	387	1907
BRYANT, D. W. Evans, superintendent	4 yr.	5.6	72	1922
CANISTOTA, C. A. Mackey, superintendent	4 yr.	5.5	77	1920
CANTON, C. E. White, superintendent	4 yr.	14	221	1912
CENTERVILLE, M. F. Coddington, superintendent	4 yr.	6	129	1920
CHAMBERLAIN, E. B. Coacher, superintendent	4 yr.	10.5	168	1950
CHESTER, W. V. Hass, superintendent	4 yr.	6.5	79	1925
CLARK, E. F. Voss, superintendent	4 yr.	10.5	172	1916
CLEAR LAKE, S. G. Froiland, superintendent	4 yr.	6.9	165	1938
COLOME, L. C. Woodward, superintendent	4 yr.	6.2	85	1931
CUSTER, M. E. Lindsey, superintendent	4 yr.	12.5	200	1926
DEADWOOD, H. S. Berger, superintendent	4 yr.	12.5	188	1914
DELL RAPIDS, H. L. Speh, superintendent	4 yr.	7	111	1950



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
DESMET, C. J. Hofland, superintendent	4 yr.	6.2	133	1931
DOLAND, Bernard Dahlen, superintendent	4 yr.	6	76	1923
EDGEMONT, D. H. Grossman, superintendent	4 yr.	6.5	102	1938
EGAN, Melvin Jensen, superintendent	4 yr.	6	69	1925
ELK POINT, G. T. Williams, superintendent	4 yr.	9.3	145	1918
EUREKA, Harry Dykstra, superintendent	4 yr.	10	173	1942
FAITH, J. J. Billam, superintendent	4 yr.	5	70	1923
FAULKTON, R. E. Hald, superintendent	4 yr.	6	106	1933
FLANDREAU, Harold Engberg, superintendent	4 yr.	13.4	217	1917
GARRETSON, E. O. Tandberg, superintendent	4 yr.	6	129	1939
GETTYSBURG, L. E. Gerber, superintendent	4 yr.	8.6	176	1943
GREGORY, C. A. Hammer, superintendent	4 yr.	8.5	141	1921
GROTON, H. W. Iverson, superintendent	4 yr.	8.5	141	1916
HIGHMORE, Amos Tschetter, superintendent	4 yr.	9	134	1927
HOT SPRINGS, H. R. Woodward, superintendent	4 yr.	13.5	260	1927
HOWARD, T. C. Olsen, superintendent	4 yr.	7	127	1925
HURON, J. F. Slocum, superintendent	3 yr.	22.75	404	1909
IPSWICH, E. C. Coddington, superintendent	4 yr.	8	155	1924
KIMBALL, N. C. Staley, superintendent	4 yr.	9	137	1928
LAKE PRESTON, R. F. Galer, superintendent	4 yr.	7	108	1929
LEAD, C. C. Curran, principal	4 yr.	22	374	1905
LEMMON, L. W. Moser, superintendent	4 yr.	14	266	1933
LENNOX, E. L. Douglas, superintendent	4 yr.	7.3	124	1926
MADISON, Central, F. A. Strand, superintendent	4 yr.	14	280	1910
MILBANK, H. E. Marquette, superintendent	4 yr.	14.8	272	1915
MILLER, R. H. Murray, superintendent	4 yr.	11	217	1914
MITCHELL, G. W. Janke, principal	3 yr.	23.33	354	1906
MOBRIDGE, E. L. Holgate, superintendent	4 yr.	14.5	231	1922
MONTROSE, Irl E. Oaks, superintendent	4 yr.	5	71	1924
ONIDA, W. K. Bartlett, superintendent	4 yr.	8.6	87	1926
PARKER, R. M. Rich, superintendent	4 yr.	9.5	132	1929
PARKSTON, R. H. Best, superintendent	4 yr.	12	188	1938
PIERRE, A. A. Thompson, principal	3 yr.	14	255	1909
PLATTE, C. V. Doody, superintendent	4 yr.	10	152	1927
RAPID CITY, C. E. Haskins, principal	3 yr.	29.6	806	1911
REDFIELD, A. P. Sonstegard, superintendent	4 yr.	15.4	249	1910
SALEM, H. W. Marten, superintendent	4 yr.	6.87	82	1926
SCOTLAND, W. A. Simmons, superintendent	4 yr.	11.5	193	1931
SIOUX FALLS:				
Washington, R. A. Beck, principal	4 yr.	85.6	1993	1906
All Saints, C. C. Dorland, principal	4 yr.	6	20	1921
Cathedral, Sister M. Irene, principal	4 yr.	12.26	352	1928
SISSETON, O. K. Thollehaug, superintendent	4 yr.	15.5	350	1923
SPEARFISH, E. C. Mikkelsen, superintendent	4 yr.	15.5	218	1928
SPENCER, B. L. Logerwell, superintendent	4 yr.	5	81	1926
STURGIS, M. F. Jackley, principal	4 yr.	13.5	319	1928
TYNDALL, W. J. Everson, superintendent	4 yr.	8.5	133	1919
VERMILLION, H. O. VandenBerge, superintendent	4 yr.	14.25	231	1907
VIBORG, A. S. Rogness, superintendent	4 yr.	5.75	90	1926
VOLGA, J. C. Miller, superintendent	4 yr.	5.7	100	1926
WAGNER, H. C. Wenberg, superintendent	4 yr.	8.4	157	1926
WAKONDA, A. M. Nannestad, superintendent	4 yr.	4.75	74	1925
WATERTOWN, D. W. Tieszen, principal	3 yr.	25.2	519	1906
WAUBAY, S. C. Gilliland, superintendent	4 yr.	5.5	101	1933
WEBSTER, Harvey Newman, superintendent	4 yr.	14.1	248	1907
WESSINGTON SPRINGS, L. P. Decker, superintendent	4 yr.	10	181	1925
WILMOT, S. G. Fix, superintendent	4 yr.	5.4	75	1926
WINNER, A. H. Mortenson, superintendent	4 yr.	14	289	1922
YANKTON, D. R. Snowden, principal	4 yr.	25.3	423	1905

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
WEST VIRGINIA				
ANSTED, W. K. Vandell, principal	4 yr.	13	289	1944
ARTHURDALE, G. H. Keck, principal	6 yr.	7	94	1938
ATHENS, Concord Training School, A. C. Hinkle, principal	6 yr.	11.34	323	1942
AURORA, Alison Parrack, principal	6 yr.	8.4	214	1936
BARBOURSVILLE, J. T. Fife, principal	3 yr.	19.33	562	1937
BARRACKVILLE, L. R. Gump, principal	6 yr.	10.1	206	1931
BEAVER, Shady Spring, Fred Roberts, principal	4 yr.	16	474	1936
BECKLEY, Woodrow Wilson, C. G. Peregoy, principal	3 yr.	42	1265	1944
BELINGTON, I. I. Pitsenberger, principal	4 yr.	16	362	1938
BELLE, DuPont, E. F. Garrity, principal	6 yr.	32	971	1948
BENWOOD, Union, C. S. Wiseman, principal	4 yr.	21.25	331	1931
BERKELEY SPRINGS, George P. Ludwig, principal	6 yr.	20.2	501	1944
BETHANY, C. A. Garrison, principal	6 yr.	8.4	141	1942
BLACKSVILLE, Clay-Battelle, Harold Eaton, principal	6 yr.	14.9	334	1946
BLUEFIELD, Beaver, Fred Coffindaffer, principal	3 yr.	26.5	700	1928
BRAMWELL, D. W. McCormick, principal	6 yr.	15.5	407	1931
BRANCHLAND, Guyan Valley, S. R. Smith, principal	4 yr.	19.4	500	1934
BRIDGEPORT, N. R. Tolley, principal	6 yr.	17.5	476	1928
BRISTOL, J. H. Wood, principal	6 yr.	11.5	303	1948
BUCKHANNON, Buchhannon-Upshur, C. A. Ault, principal	6 yr.	46.4	1258	1928
BURNSVILLE, Brown Trussler, principal	4 yr.	8.5	194	1930
CAIRO, William F. Moyers, principal	6 yr.	11.5	207	1932
CAMERON, T. D. Lamb, principal	6 yr.	15.67	331	1938
CHAPMANVILLE, C. W. Juergensmeyer, principal	6 yr.	19	601	1936
CHARLESTON:				
Charleston, E. C. Richardson, principal	3 yr.	47	1128	1926
Garnet, Harry E. Dennis, principal	3 yr.	19.6	390	1930
Stonewall Jackson, B. F. Hill, principal	3 yr.	53.16	1291	1941
CHARLES TOWN, W. G. Eismon, principal	6 yr.	22	618	1931
CLARKSBURG:				
Kelly-Miller, E. B. Saunders, principal	6 yr.	8.5	181	1935
Roosevelt-Wilson, C. L. Righter, principal	6 yr.	20.25	421	1928
Victory, Edward Powell, principal	3 yr.	23.2	552	1926
Washington Irving, Kenneth Cubbon, principal	4 yr.	36.9	853	1926
CLENDENIN, J. Stuart Ervin, principal	6 yr.	25	669	1926
DUNBAR, G. M. Speicher, principal	6 yr.	35	999	1936
EAST BANK, Dana R. Ervin, principal	3 yr.	31.5	998	1926
ELIZABETH, Wirt County, Roy W. Walter, principal	6 yr.	17.4	385	1939
ELKHORN Negro, J. M. Belcher, principal	6 yr.	18	483	1931
ELKINS, Henry Hamilton, principal	4 yr.	32.5	769	1926
ELKVIEW, L. C. Fauss, principal	6 yr.	28	838	1927
FAIRMONT:				
Fairmont, W. E. Buckey, principal	3 yr.	26.5	540	1926
Dunbar, W. O. Armstrong, principal	6 yr.	13.8	277	1948
East Fairmont, W. C. Whaley, principal	4 yr.	34.6	857	1926
FAIRVIEW, E. W. Malcolm, principal	6 yr.	14	343	1926
FARMINGTON, J. C. Cotrel, principal	6 yr.	17.5	485	1930
FAYETTEVILLE, Dan H. Perdue, principal	6 yr.	22	604	1927
FLEMINGTON, L. W. Talbott, principal	6 yr.	13	306	1937
FOLLANSBEE, W. C. Hood, principal	6 yr.	30	719	1927
FORT GAY, Irene Donahoe, principal	4 yr.	11	206	1938
GARY, C. W. Dean, Jr., principal	6 yr.	25.8	751	1926
GASSAWAY, Viris Cromer, principal	4 yr.	13.2	358	1937
GAULEY BRIDGE, T. S. Waldo, principal	4 yr.	13	347	1936

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
GLENVILLE, L. B. Stennett, principal	6 yr.	9	167	1941
GRAFTON, E. J. Culp, principal	4 yr.	25.7	603	1926
GRANTSVILLE, Calhoun County, H. B. Proudfoot, principal	4 yr.	19	565	1933
GREEN BANK, Virgil B. Harris, principal	4 yr.	13.08	247	1928
HARPERS FERRY, Eugene Ross, principal	6 yr.	11.1	260	1937
HARRISVILLE, Linn Sheets, principal	4 yr.	15	322	1928
HEDGESVILLE, Charles A. Lord, principal	6 yr.	11.7	231	1938
HERNDON, C. C. Ritchie, Jr., principal	6 yr.	9.5	255	1950
HINTON, Irvin S. Maddy, principal	6 yr.	29.2	746	1931
HUNDRED, R. W. Turner, principal	6 yr.	12	275	1926
HUNTINGTON:				
Huntington, T. Smith Brewer, principal	3 yr.	41.6	965	1926
Douglass, Henry S. Jones, principal	6 yr.	19.2	330	1927
East, C. V. Boyer, principal	3 yr.	60	1204	1942
Marshall, Lawrence H. Nuzum, principal	6 yr.	14.8	171	1940
Vinson, Wayne Plymale, principal	6 yr.	18	455	1938
HURRICANE, C. Otis Casto, principal	6 yr.	19	559	1937
IAEGER, John Addair, principal	6 yr.	26	769	1937
INSTITUTE, State College, L. V. Jordan, principal	6 yr.	8.25	101	1927
JANE LEW, A. J. Stathers, principal	6 yr.	8.67	164	1940
KENOVA, Rt. 1, Buffalo, Fred M. Carey, principal	6 yr.	15	401	1931
KENOVA, Ceredo-Kenova, Elmer Tabor, principal	6 yr.	25	638	1927
KERMIT, Boyd Randal, principal	6 yr.	8.2	228	1942
KEYSER, R. R. Lowe, principal	6 yr.	27.2	782	1928
KIMBALL Negro, J. Cortex Cooper, principal	6 yr.	16	471	1926
KINGSTON, Fred Souk, principal	6 yr.	12	269	1938
KINGWOOD, Roy Nutter, principal	6 yr.	19	482	1938
LEGO, Stoco, Sherman C. Trail, principal	6 yr.	19	656	1933
LEWISBURG:				
Lewisburg, E. Wilton Cooper, principal	6 yr.	12.5	322	1939
Greenbrier Military, J. M. Moore, superintendent	4 yr.	18	180	1929
LOGAN:				
Logan, Frank McDade, principal	3 yr.	42.2	1102	1930
Aracoma, Joseph F. Wade, principal	6 yr.	14.36	429	1933
LOOKOUT, Nuttall, Chester Hager, principal	4 yr.	13	329	1934
LOST CREEK, C. H. Woodford, principal	6 yr.	8.5	212	1926
LUMBERPORT, Preston Welch, principal	6 yr.	15.7	380	1933
MADISON, Scott, E. Grant Nine, principal	4 yr.	21	495	1940
MAN, Jack Neely, principal	6 yr.	44	1350	1930
MANNINGTON, N. G. Michael, principal	6 yr.	26	664	1942
MARLINGTON, H. A. Yeager, principal	4 yr.	16.2	295	1927
MARTINSBURG, David Mudge, principal	4 yr.	33.3	793	1929
MASONTOWN, H. H. Hogue, principal	6 yr.	12.47	273	1930
MATEWAN, Magnolia, C. F. Montgomery, principal	6 yr.	18.67	558	1929
MATOAKA, Ralph S. Bird, principal	6 yr.	22	596	1926
MIDDLEBOURNE, Tyler County, Emmett Stine, principal	4 yr.	13	267	1926
MILTON, Jonathan Y. Lowe, principal	6 yr.	27	664	1937
MONONGAH, Paul G. Michael, principal	4 yr.	14	313	1931
MONTGOMERY:				
Montgomery, W. A. Bragg, principal	4 yr.	22	580	1926
Simmons, J. H. Robinson, principal	6 yr.	12	321	1932
MORGANTOWN:				
Morgantown, Scott H. Davis, principal	4 yr.	50.5	1142	1926
University, Delmas Miller, principal	6 yr.	25.75	529	1936
MOUNDSVILLE, L. D. Wiant, principal	4 yr.	28.8	573	1926
MOUNT HOPE, E. W. Dunkley, principal	6 yr.	24	626	1928
MULLENS, C. V. Stewart, principal	6 yr.	23.5	627	1929



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
NEWBURG, R. Z. Feather, principal	6 yr.	8	213	1926
NEW MARTINSVILLE, Magnolia, C. D. Snodgrass, principal	6 yr.	24.5	607	1929
NITRO, Walter F. Snyder, principal	6 yr.	28	742	1940
NORTHFORK, E. J. Painter, principal	6 yr.	20	508	1936
OAK HILL, Collins, Joe R. Oliver, principal	6 yr.	41	1183	1933
PARKERSBURG, D. O. Conner, principal	3 yr.	68.2	1749	1926
PARSONS, M. M. Freeman, principal	6 yr.	20.5	529	1927
PAW PAW, Charles J. Clowser, principal	6 yr.	7.2	167	1951
PENNSBORO, C. R. Sullivan, principal	6 yr.	14.6	323	1929
PETERSTOWN, Charles C. Houchins, principal	4 yr.	7.2	208	1938
PHILIPPI, J. H. Carpenter, principal	4 yr.	22	523	1927
PINE GROVE, J. L. Roberts, principal	6 yr.	11.16	270	1926
PINEVILLE, Jesse W. Houck, principal	6 yr.	18	484	1932
POCA, R. F. McClanahan, principal	4 yr.	14	399	1938
POINT PLEASANT, C. H. Withers, principal	4 yr.	25.5	609	1926
PRINCETON, Melvin McClain, principal	4 yr.	26.33	722	1927
RAVENSWOOD, Reed F. Myers, principal	6 yr.	14.3	369	1934
RICHWOOD, D. E. Dean, principal	6 yr.	36	875	1927
RIVESVILLE, C. E. Brock, principal	6 yr.	16.23	402	1943
ROMNEY, A. G. Slonaker, principal	4 yr.	18.4	506	1931
RONCEVERTE, Greenbrier, Domenick Gaudino, principal	6 yr.	16	416	1932
RUPERT, E. V. Core, principal	6 yr.	14	391	1932
SAINT ALBANS, B. E. Liggett, principal	6 yr.	47.6	1439	1928
SAINT MARYS, O. B. Farren, principal	6 yr.	19	440	1928
SALEM, R. E. Sellers, principal	6 yr.	13	321	1927
SHEPHERDSTOWN, K. W. Eutsler, principal	6 yr.	11.5	274	1936
SHERRARD, Hugh Mason, principal	6 yr.	10	161	1941
SHINNSTON, Noah Anderson, principal	4 yr.	18	449	1927
SISSONVILLE, John O. Roach, principal	6 yr.	18.5	538	1948
SISTERVILLE, D. F. Arnett, principal	4 yr.	12.2	216	1927
SMITHFIELD, C. P. Smith, principal	6 yr.	7.75	179	1933
SOUTH CHARLESTON, R. L. Bryan, principal	4 yr.	33	997	1935
SPENCER, Sigel Taylor, principal	4 yr.	23	565	1928
STOTESBURY, Mark Twain, C. E. Walker, principal	6 yr.	11	299	1930
SUMMERSVILLE, Nicholas County, C. P. Wells, principal	4 yr.	26.6	756	1928
SURVEYOR, Trap Hill, Harvey Pauley, principal	6 yr.	16	483	1940
SUTTON, J. O. McLaughlin, principal	4 yr.	12.2	345	1935
SWITCHBACK, Elkhorn, E. W. Richardson, principal	6 yr.	13	341	1928
TERRA ALTA, E. F. Casseday, principal	6 yr.	14	310	1936
THOMAS, S. W. Harper, principal	4 yr.	10	166	1926
WALLACE, M. T. Hill, principal	6 yr.	7	172	1935
WALTON, Alan V. Morford, principal	4 yr.	14	299	1938
WAR:				
Big Creek, H. H. Swann, principal	3 yr.	21	545	1932
Excelsior Negro, J. A. Shelton, principal	6 yr.	14	380	1942
WARDENSVILLE, J. Allen Hawkins, principal	6 yr.	7.23	164	1951
WAYNE County, Iliff P. West, principal	4 yr.	24	581	1928
WEIRTON, Weir, John C. Greer, principal	4 yr.	41.1	992	1926
WELCH, G. M. Hollandsworth, principal	6 yr.	33	1041	1926
WELLSBURG, C. F. Walker, principal	6 yr.	32.8	777	1929
WEST LIBERTY, W. D. Ward, principal	6 yr.	7.7	139	1940
WEST MILFORD, Unidis, E. L. Marcrum, principal	6 yr.	10.75	246	1933
WESTON, Fred P. Weihl, principal	6 yr.	39.6	973	1928
WEST UNION, Doddridge County, Hugh Hurst, principal	4 yr.	21	501	1944
WHEELING:				
Wheeling, W. W. Keylor, principal	3 yr.	33.8	608	1927
Lincoln, Phillip N. Reed, principal	6 yr.	10	200	1951

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Linsly Military, Basil G. Lockhart, principal	4 yr.	13	172	1941
Triadelphia, P. E. King, principal	4 yr.	35	735	1926
Warwood, C. C. Phipps, principal	6 yr.	22.6	393	1927
WHITE SULPHUR SPRINGS, White Sulphur, R. J. Nickel, principal	6 yr.	17	420	1931
WILLIAMSON, J. Herschel Morgan, principal	6 yr.	27	736	1928
WILLIAMSTOWN, Shirley Morton, principal	6 yr.	11.5	252	1930
WISCONSIN				
ANTIGO, H. T. Luhn, principal	6 yr.	44.9	1143	1908
APPLETON, H. H. Helble, principal	3 yr.	50.2	1203	1904
ASHLAND, Clarence Schact, principal	4 yr.	27.65	542	1908
BARABOO, G. L. Willson, superintendent	3 yr.	18.7	446	1908
BEAVER DAM:				
Beaver Dam, Eric T. Becker, principal	6 yr.	38.5	775	1908
Wayland Academy, Weimer Hicks, president	5 yr.	18.75	208	1904
BELOIT, R. B. Everill, principal	3 yr.	52.6	1157	1904
BERLIN, C. R. Wolf, principal	4 yr.	18.8	451	1908
BRODHEAD, C. T. Pfisterer, superintendent	4 yr.	11	158	1926
BURLINGTON, Edward C. Austin, superintendent	5 yr.	17.5	285	1908
CHILTON, H. R. Compton, superintendent	4 yr.	15	293	1917
CHIPPEWA FALLS, Arthur C. Nelson, principal	3 yr.	22.86	457	1908
CLINTONVILLE, K. O. Rawson, superintendent	4 yr.	24.6	514	1950
COLUMBUS, Robert Moser, superintendent	4 yr.	15.7	304	1908
CUDAHY, J. E. Jones, superintendent	4 yr.	25.7	550	1934
DELAFIELD, St. John's Military Academy, H. H. Holt, dean	4 yr.	28.2	263	1908
DELAVAN, C. H. Wileman, superintendent	3 yr.	11	196	1909
DE PERE, T. J. McGlynn, principal	4 yr.	15.5	347	1931
DODGEVILLE, M. A. Fischer, superintendent	4 yr.	11.2	232	1923
DURAND, G. A. Hart, superintendent	4 yr.	12	225	1918
EAU CLAIRE, David Barnes, principal	4 yr.	60.3	1769	1904
EDGERTON, Roland A. Klaus, superintendent	4 yr.	19.5	354	1912
ELKHORN, Stanley B. Helms, superintendent	4 yr.	14.9	299	1908
ELLSWORTH, R. R. Rhode, principal	4 yr.	13.7	348	1951
ELROY, W. C. Clare, principal	4 yr.	8.03	158	1914
EVANSVILLE, J. C. McKenna, superintendent	4 yr.	13	271	1909
FENNIMORE, E. M. Woll, principal	4 yr.	11.69	226	1936
FLORENCE, Irvin E. Lotz, principal	4 yr.	5.4	110	1918
FOND DU LAC:				
Fond du Lac, H. H. Theisen, principal	3 yr.	45.5	919	1904
St. Mary's Springs, Sister M. Emma, principal	4 yr.	20.8	460	1941
FORT ATKINSON, J. F. Luther, superintendent	4 yr.	22.42	458	1924
GREEN BAY:				
Central Catholic, R. D. Mulroy, principal	4 yr.	23.6	568	1945
East, S. M. Current, principal	3 yr.	42.6	876	1922
West, G. E. Dauplaise, principal	3 yr.	40.9	796	1911
HARTFORD, William E. Casely, principal	4 yr.	23	512	1907
HURLEY, J. E. Murphy, superintendent	4 yr.	21.9	398	1915
JANESVILLE, K. F. Bick, principal	3 yr.	43.3	1076	1908
JEFFERSON, R. J. Marshall, superintendent	4 yr.	14.75	330	1917
KAUKAUNA, Paul Little, principal	4 yr.	25.7	618	1908
KENOSHA, D. T. John, principal	3 yr.	80.66	1864	1908
KEWAUNEE, E. F. Waterstreet, superintendent	4 yr.	13.66	310	1918
KOHLER, H. L. Paukert, principal	6 yr.	13.9	161	1932
LACROSSE:				
Aquinas, J. F. Kundinger, headmaster	4 yr.	41	864	1931
Central, G. D. Scott, principal	3 yr.	37.65	897	1908

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Logan, D. E. Field, principal	3 yr.	19.5	443	1929
St. Rose, Sister M. Mileta, principal	3 yr.	6	38	1925
LADYSMITH, H. Schiotz, superintendent	4 yr.	16.8	316	1918
LAKE GENEVA:				
Lake Geneva, Vernon Pollock, superintendent	4 yr.	18.5	357	1911
Northwestern Military & Naval Academy, Jack Malack, acting principal	4 yr.	8.6	103	1908
LAKE MILLS, M. C. Fuszard, superintendent	4 yr.	12	204	1917
LANCASTER, Harold Gall, principal	4 yr.	13.3	339	1908
MADISON:				
Central, E. D. Brown, principal	3 yr.	24.9	549	1908
East, Foster Randle, principal	3 yr.	48.1	1199	1923
Edgewood, Sister M. Aquinata, principal	4 yr.	23.5	586	1937
West, R. O. Christoffersen, principal	3 yr.	35.5	779	1931
Wisconsin, John J. Goldgruber, principal	6 yr.	25	301	1908
MANITOWOC, Lincoln, Rex K. John, principal	3 yr.	48.25	1146	1918
MARINETTE:				
Marinette, W. C. Godson, principal	6 yr.	42.3	976	1900
Our Lady of Lourdes, Sister M. DePazzi, principal	4 yr.	7.9	245	1933
MARION, Lloyd F. Nell, superintendent	4 yr.	11	225	1940
MARSHFIELD, Glen D. Tinkham, superintendent	3 yr.	25.2	505	1908
MAUSTON, M. A. Kjeseth, superintendent	4 yr.	17.1	364	1923
MAYVILLE, M. B. Altenburg, principal	4 yr.	16.33	352	1930
MEDFORD, Orvus Dodsworth, superintendent	4 yr.	26	602	1908
MENASHA:				
Menasha, L. A. Wienbergen, principal	6 yr.	27.9	658	1908
St. Mary's, J. A. Becker, principal	4 yr.	13.4	383	1932
MENOMONIE, R. H. Bongey, principal	4 yr.	18.7	719	1908
MERRILL, Clarence McLeod, principal	3 yr.	22.8	527	1951
MILTON, C. H. Dorr, principal	4 yr.	13.5	246	1930
MILWAUKEE:				
Bay View, B. C. Korn, principal	4 yr.	68	1764	1919
Boys' Technical, F. W. Ziegenhagen, principal	4 yr.	100	2070	1927
Custer, H. A. Weingartner, principal	6 yr.	44	1115	1932
Holy Angels, Sister M. Evangela, principal	4 yr.	22.4	505	1937
Lincoln, Karl F. Miller, principal	3 yr.	36	721	1934
Marquette University, John J. Foley, principal	4 yr.	40	819	1927
Mercy, Sister M. Antonine, principal	4 yr.	20.1	427	1939
Messmer, Louis E. Riedel, principal	3 yr.	43	1168	1931
Milwaukee Country Day, A. Gledden Santer, head-master	5 yr.	13	139	1923
Milwaukee-Downer, Nar Warren Taylor, head-mistress	4 yr.	16.2	167	1904
North Division, Raymond Michalak, principal	4 yr.	61.2	1610	1908
Pulaski, A. E. Westgaard, principal	6 yr.	80	2104	1937
Riverside, W. G. Kastner, principal	4 yr.	59	1413	1904
Rufus King, R. G. Chamberlin, principal	4 yr.	79	1926	1938
St. John, Sister M. Magdalen, principal	4 yr.	21	609	1934
St. Mary, Sister M. Florence, principal	4 yr.	25.4	547	1929
Solomon Juneau, Elias Lane, principal	6 yr.	42	979	1934
South Division, Earle N. Ericker, principal	4 yr.	73.4	1630	1904
University, Frank S. Spigener, director	6 yr.	13.5	179	1930
Vocational, William F. Rasche, director & principal	4 yr.	39.3	597	1923
Washington, A. A. Schardt, principal	3 yr.	73	1847	1915
West Division, W. C. Knoelk, principal	4 yr.	58	1417	1904
MINERAL POINT, Stanley Ore, superintendent	4 yr.	14.8	254	1914
MONDOVI, C. L. Dodge, principal	4 yr.	13.75	309	1941
MONROE, E. O. Evans, superintendent	3 yr.	15.1	345	1908



Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
MT. HOREB, D. E. Dimick, principal	4 yr.	12	244	1929
NEENAH, H. O. Borgen, principal	4 yr.	33.2	691	1908
NEW GLARUS, Durward McVey, principal	4 yr.	9	129	1941
NEW LONDON, H. G. Knudtson, superintendent	4 yr.	23.7	478	1912
NEW RICHMOND, C. A. Vig, superintendent	4 yr.	15.67	359	1947
OCONOMOWOC, O. A. Swanson, principal	4 yr.	26.8	710	1908
OCONTO, W. R. Bruce, superintendent	4 yr.	14.4	316	1908
OSHKOSH, J. H. Evans, principal	3 yr.	81.59	1670	1904
PARK FALLS, F. G. MacLachlin, superintendent	4 yr.	13.6	268	1930
PLATTEVILLE, R. E. Balliet, superintendent	4 yr.	15.67	345	1912
PLYMOUTH, E. G. Burnkrant, superintendent	6 yr.	26.75	556	1905
PORTAGE, Julia Rusch, principal	4 yr.	23.05	456	1907
PORT EDWARDS, Conan Edwards, principal	4 yr.	7.4	107	1936
PORT WASHINGTON, R. A. Nedden, principal	4 yr.	20.67	450	1914
PRAIRIE DU CHIEN:				
Prairie du Chien, B. A. Kennedy, principal	4 yr.	17	280	1919
Campion Jesuit, C. G. Kloster, principal	4 yr.	44.46	494	1918
St. Mary's Academy, Sister M. Theodista, principal	4 yr.	8	127	1934
RACINE:				
St. Catherine's, S. B. Witkowiak, principal	4 yr.	39.4	981	1937
Washington Park, C. L. Amundson, principal	3 yr.	57	1337	1908
William Horlick, W. S. Smith, principal	3 yr.	35	770	1929
REEDSBURG, R. T. Normington, superintendent	6 yr.	23.35	636	1908
RHINELANDER, W. F. Kruschke, superintendent	3 yr.	22	505	1908
RICE LAKE, W. L. Swanson, principal	6 yr.	28.5	658	1908
RICHLAND CENTER, G. H. Grosenick, superintendent	6 yr.	25.6	661	1912
RIPON, P. J. Lunde, principal	3 yr.	13	254	1908
RIVER FALLS, L. H. Dawson, superintendent	6 yr.	17	339	1905
SEYMOUR, M. A. Patchett, principal	4 yr.	19.2	413	1942
SHEBOYGAN:				
Central, Arthur Mennes, principal	4 yr.	60.75	1361	1939
North, G. K. Peterson, principal	4 yr.	46.2	832	1939
SHEBOYGAN FALLS, Dale W. Davis, superintendent	4 yr.	22.25	277	1931
SHOREWOOD, James D. Logsdon, principal	6 yr.	59	1076	1927
SINSINAWA, St. Clara Academy, Sister M. Eugene, principal	4 yr.	8	120	1912
SOUTH MILWAUKEE, P. W. Bauhs, principal	6 yr.	45.5	886	1908
SPARTA, William R. Bruce, superintendent	4 yr.	23.9	532	1912
STEVENS POINT:				
P. J. Jacobs, A. G. Bostad, principal	4 yr.	37.5	1184	1908
St. Joseph's, Sister M. Cherubim, principal	4 yr.	10.5	231	1931
STOUGHTON, Philip Booth, principal	4 yr.	20.7	465	1907
STURGEON BAY, F. W. Keller, superintendent	4 yr.	19.4	473	1904
SUPERIOR:				
Cathedral, Sister M. Charitina, principal	4 yr.	14	341	1933
Central, G. E. Shaw, principal	4 yr.	49.8	1201	1904
East, M. R. Steffens, principal	4 yr.	23.2	422	1904
TOMAH, E. J. McKean, superintendent	4 yr.	26.75	625	1923
TWO RIVERS, L. B. Clarke, principal	6 yr.	33.4	709	1923
VIROQUA, R. E. Clausen, superintendent	4 yr.	23.05	531	1916
WATERTOWN, Edward Hinterberg, principal	3 yr.	24	499	1914
WAUKESHA, Clyde M. Shields, principal	4 yr.	67.7	1667	1904
WAUPACA, G. W. Hendrickson, superintendent	4 yr.	16.5	390	1923
WAUPUN, Erwin Pfeifferkorn, principal	6 yr.	23.9	583	1912
WAUSAU, E. H. Boettcher, principal	3 yr.	58	1510	1904
WAUWATOSA, Ivan Swancutt, principal	3 yr.	59.45	1302	1906
WEST ALLIS:				
Central, John Gach, principal	3 yr.	46.4	681	1910

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
Nathan Hale, G. W. Carlson, principal	3 yr.	27	530	1947
WEST BEND, Warren Evenson, principal	4 yr.	36.1	767	1928
WEST DE PERE:				
West De Pere, J. B. Layde, superintendent	4 yr.	12.7	284	1926
St. Norbert, Francis Clabots, principal	4 yr.	12	175	1934
WEST MILWAUKEE, Mathew Barkley, principal	4 yr.	28.7	578	1933
WHITEFISH BAY, J. H. Rose, principal	4 yr.	35.15	679	1934
WHITEWATER:				
City, John A. Bjorge, superintendent	4 yr.	17	294	1908
College, A. I. Winther, director teacher training	4 yr.	8	96	1934
WILLIAMS BAY, Edmond F. Schwan, principal	4 yr.	5.3	72	1947
WISCONSIN DELLS, Paul M. Loofboro, superintendent	4 yr.	12.8	274	1933
WISCONSIN RAPIDS, A. A. Ritchay, principal	4 yr.	40.8	1024	1900
WYOMING				
BASIN, Robert L. Kilzer, superintendent	6 yr.	7.7	157	1922
BUFFALO, Johnson County, J. M. Maggard, superintendent	4 yr.	12.4	250	1918
CASPER, Natrona County, S. K. Walsh, principal	4 yr.	52.8	1192	1915
CHEYENNE:				
St. Mary's, Sister Mary Agnella, principal	4 yr.	7.16	186	1942
Senior, Loyd D. Crane, principal	3 yr.	51.5	988	1912
CODY, Ralph L. Cottrell, principal	4 yr.	15.4	303	1930
COKEVILLE, James B. Johnson, superintendent	6 yr.	8.6	86	1927
DOUGLAS, Converse County, Harold R. Moewes, principal	4 yr.	14.7	230	1923
EVANSTON, J. M. Chappell, principal	6 yr.	20.3	374	1918
GLENROCK, Glenrock-Parkerton, Norman O. Mikkelsen, superintendent	6 yr.	10	138	1924
GREEN RIVER, Edith Peters, principal	6 yr.	15.1	320	1926
GREYBULL, J. C. Quigg, superintendent	4 yr.	10	224	1921
HANNA, Inga Bleskestad, principal	4 yr.	8.3	87	1943
KEMMERER, Raymond E. Redmond, principal	6 yr.	16.5	234	1921
LANDER, Fremont County Vocational, R. W. Thompson, superintendent	4 yr.	14	350	1921
LARAMIE:				
Laramie, J. K. Corbett, principal	6 yr.	41	884	1913
University, C. D. Samford, principal	6 yr.	12.6	158	1917
LOVELL, J. Robert Gillis, principal	6 yr.	18.1	397	1927
LUSK, L. E. Johnsonbaugh, principal	4 yr.	11.5	218	1937
MIDWEST, Oral O. Davis, principal	4 yr.	9.1	97	1927
NEWCASTLE, Donald E. Tewell, superintendent	4 yr.	11	234	1927
POWELL, H. L. Rebbe, principal	4 yr.	20	380	1921
RAWLINS, Kenneth B. Lunney, principal	4 yr.	19.1	344	1919
RELiance, Ira J. Russell, superintendent	6 yr.	13.5	205	1937
ROCK SPRINGS, S. M. Boucher, principal	4 yr.	29.2	625	1916
SHERIDAN, O. L. Robinson, principal	4 yr.	36.7	759	1912
SUPERIOR, C. H. Roberts, principal	6 yr.	14.5	269	1932
THERMOPOLIS, Hot Springs County, E. J. Bush, superintendent	4 yr.	14	278	1924
TORRINGTON, R. A. Huckins, principal	4 yr.	19.88	405	1924
WHEATLAND, Marcus L. Caldwell, principal	4 yr.	13.5	275	1919
WORLAND, Washakie County, Ralph Wellman, superintendent	4 yr.	16.25	291	1922
DEPENDENT SCHOOLS				
BERLIN, Germany, Thomas A. Roberts American, Eunice S. Chute, superintendent	6 yr.	7.3	66	1947

Location and Name, and Officer in Charge	Type of School	Teachers	Pupils	Accredited Since
BREMERHAVEN, Germany, Bremerhaven American, Harry K. Heiges, superintendent	6 yr.	7.3	51	1948
BURTONWOOD, England, Burtonwood USAF Dependents; M. L. Gladstone, principal	4 yr.	7	25	1951
CLARK AIR FORCE BASE, Philippines, Clark Air Force Base, Edmond Cross, principal	4 yr.	4.5	24	1948
ETA JIMA, Japan, Eta Jima Dependent, Billy M. Mathis, principal	6 yr.	5	24	1951
FRANKFURT, Germany, Frankfurt American, S. M. Bale, principal	4 yr.	16	280	1947
FUKUOKA, Japan, Fukuoka American, Louis D. Scoble, principal	4 yr.	5.3	68	1951
HEIDELBERG, Germany, George W. Orford, Mildred A. Linck, principal	6 yr.	17	320	1947
KOKURA, Japan, Kokura Dependent, Marie Cote, principal	6 yr.	5	25	1951
KYOTO, Japan, Kyoto American, Paul E. Huff, principal	4 yr.	5	21	1948
LINZ, Austria, Linz Dependents', Lawrence F. Read, principal	4 yr.	9.8	72	1949
MISAWA, Japan, Misawa Dependent, Virginia Fowlkes, principal	6 yr.	5.3	26	1950
MUNICH, Germany, Munich American, Herman D. Search, superintendent	6 yr.	17.3	317	1947
NAGOYA, Japan, Nagoya American, Mary V. Beirne, principal	6 yr.	6.5	45	1948
NURNBERG, Germany, Nurnberg American, Carl A. Parker, superintendent	6 yr.	12.3	182	1947
OKINAWA, Ryukus Island, Okinawa American, Willard J. Howland, superintendent	6 yr.	8.5	78	1950
OSAKA, Japan, The American, Thomas Petrus, principal	6 yr.	9.2	92	1948
SENDAI, Japan, Sendai American, Victor Cool, principal	4 yr.	5.5	26	1949
TOKYO, Japan, Tokyo American-Meguro, T. W. Hoffman, principal	4 yr.	15.8	221	1950
TOKYO, Japan, Tokyo American-Narimasu, M. B. Steig, principal	4 yr.	13	161	1950
WIESBADEN, Germany, General H. H. Arnold American, Calvin E. Eiler, superintendent	6 yr.	11.5	130	1948
YOKOHAMA, Japan, Yokohama American, Roland W. Peterson, principal	4 yr.	13.8	193	1948

## V. POLICIES, REGULATIONS, AND CRITERIA FOR THE APPROVAL OF SECONDARY SCHOOLS

### AIMS OF THE ASSOCIATION

The object of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relation-

ships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies.

### GUIDING PRINCIPLES

1. An institution should be judged upon the basis of the total pattern it presents as an institution of its type. While it seems necessary that institu-



tions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the degree of success achieved.

2. It should be accepted as a principle of procedure that deficiency in one field may be compensated for by strength in other fields—no school should be denied accreditation because it fails to meet a specific standard, if its total pattern of achievement is good.

3. A school should be judged, in so far as is possible, in terms of its own philosophy and the purpose which it serves in its own community. The fact should be recognized that individual differences exist among schools and among communities.

4. Criteria should be flexible, and of a type that can readily adjust themselves to changing conditions.

5. Objective criteria should be based upon a sufficient amount of research and experimentation to establish their validity as measuring instruments.

6. While it seems desirable that criteria regard as basic certain characteristics, such as faculty preparation, the intellectual and moral tone of a school, the nature of the school plant, the adequacy of equipment and supplies, the quality of the school library and library service, the condition of the records, the policies of the board of education, the financial status, the teaching load, and the educational program, it should be recognized that considerable divergence from normal standards may occur in one of these characteristics without greatly detracting from the educational merits of an institution. Uniformity in every detail stifles educational experimentation and is not only unnecessary but undesirable.

7. Criteria, to be of maximum value, should be stimulating and conducive to educational growth; they should be instruments for continuous self-evalua-

tion and should provide the incentive to strive constantly toward higher goals of achievement.

#### POLICIES OF THE COMMISSION ON SECONDARY SCHOOLS

POLICY 1. A school which has submitted its annual report to the State Committee, which is in the highest class of schools as officially listed by the properly constituted educational authorities of the state and which has been approved continuously for five years shall not be dropped without a year's warning except by a three-fourths vote of the members of the Commission present. A school which has not been approved continuously for five years may be dropped without warning.

POLICY 2. It is the policy of the Commission to recommend the removal from the approved list of the Association of any school which, after a year's warning, continues to violate the same Regulation or Criterion which was violated the previous year. Upon the recommendation of the State Committee, however, this policy may be waived by a three-fourths vote of the Commission members present.

State Committees are encouraged to advise a school which has been warned for violation of a Regulation or a Criterion to submit to an evaluation, using the *Evaluative Criteria*. This evaluation is to be carried out when, in the opinion of the State Committee, it will assist in improving the condition for which the school was warned, or in explaining the extenuating circumstances which may justify a second warning, or even the discontinuance of the warning.

POLICY 3. Secondary schools are approved for an indefinite period. All schools on the approved list, however, shall submit such reports as the Commission may require. The certificate

showing that a school is approved by the Association is valid as long as the school meets the conditions for approval as defined by the Commission on Secondary Schools and approved by the Association.

**POLICY 4.** Credits acquired through summer session work, extension courses, correspondence courses, or state examinations will be accepted by the Association as counting toward the preparation of the teacher, if such credits are accepted by an approved institution of higher education.

The Association recognizes that credit established in accordance with the recommendations in *A Guide to the Evaluation of Educational Experiences in the Armed Services* is sound. Such credit may be counted as a part of the preparation of the teacher, when accepted by an approved institution of higher education.

**POLICY 5.** The Chairman of the State Committee is the official agent of communication between the approved schools of the state and the Secretary of the Commission on Secondary Schools. He is responsible to the Commission for the distribution, collection, and filing of all reports, and for such other duties as the Association may direct.

The Chairman of the State Committee shall be either the Committee representative of the State University or of the State Department of Education and shall be selected by majority vote of the State Committee, subject to the approval of the Executive Committee. He shall be elected for a term of four years, and shall be eligible to succeed himself, but may continue in office only so long as he is a member of the State Committee.

In the event of a vacancy in the chairmanship during the term of office of an incumbent, the State Committee shall elect a chairman to complete the

unexpired term. The meeting for this purpose will be called by the secondary school representative having the longest tenure on the committee.

**POLICY 6.** The interim authority for interpreting Policies, Regulations, and Criteria for the Approval of Secondary Schools is the Secretary of the Commission on Secondary Schools.

**POLICY 7.** It is the policy of the Association to warn high schools for violation of the conditions for eligibility to the approved list of the Association and to drop from this list any high school which violates the same Regulation or Criterion during consecutive years. High schools may also be warned or dropped whenever it becomes evident that they frequently violate conditions for eligibility to the approved list. In the case of a minor violation, the Association may instruct the State Committee to advise the school concerned. It is the policy of the Association not to take an action which is different from that recommended by the State Committee without first notifying the committee of the State concerned.

State Committees are encouraged to advise a school which has been warned for violation of a Regulation or a Criterion to submit to an evaluation, using the *Evaluative Criteria*. (See Policy 2.)

**POLICY 8.** In the case of individual schools of any state, reasonable deviations from Regulations and Criteria may be accepted by the Commission and approved by the Association when recommended by the State Committee. Such recommendations must be supported by substantial evidence showing that these deviations are justifiable.

No school should be denied approval if it fails to meet fully all Criteria and Regulations, provided its total educational pattern is good, as revealed by the results of a competent survey or



other evidence. Policy 8 also applies to new schools seeking admission.

State Committees are justified in expecting closer adherence to published regulations and criteria in the case of new schools. Special attention should be given to the reports of State Committees which have used the *Evaluative Criteria* as one of the steps to be taken by new schools in making their application for admission.

It is recommended that State Committees ask each prospective new school to carry out at least a self evaluation using the *Evaluative Criteria*. Such schools should be encouraged to use the full Cooperative Study procedure, supplemented by a review of the self evaluation by a visiting committee or by the State Committee.

The conditions for eligibility to the approved list of the Association are included under two separate classifications:

A. *Regulations.*

B. *Criteria for the Evaluation of Secondary Schools.*

#### REGULATIONS

Regulations are those yardsticks which serve to assist schools which are members of the Association with definite guidance as to the necessary minima to be observed. In other words, regulations are floors below which there seems to be agreement that schools may not fall and still be of the type that should be considered good schools according to the Association's Criteria.

REGULATION 1. *The Annual Report Blank.* The Association is under no obligation to consider a school for unqualified approval unless the annual report blanks have been properly and completely filled out and placed on file with the State Chairman on the dates determined by the Commission.

#### REGULATION 2. *Organization of the*

*School.* A secondary school shall base its report on all grades included in its organization.<sup>1</sup>

#### REGULATION 3. *Qualifications of Staff Members.*<sup>2</sup>

##### (A) *Instructional Staff.*

(1) *General Preparation.* All members of the instructional staff possess a Bachelor's degree from an institution of higher education approved by the North Central Association of Colleges and Secondary Schools or from an institution of equal standing. (Exceptions may be made when recommended by the State Committee in the case of teachers of trades, if these teachers are legally qualified to teach in the state and have had the apprenticeship training required in their respective trades.)

Graduates of colleges not recognized by the North Central Association or by any other regional accrediting agency may become eligible to teach in a secondary school accredited by the Association by being admitted to graduate standing in an institution of higher education accredited by the Association or by any other regional accrediting agency, and by completing successfully not less than six semester hours of graduate work. This part of the Regulation is not to apply to graduates of non-accredited colleges who desire to teach in the state in which they were graduated, when approved individually in accordance with the policy of the State Committee.

Teachers in school systems having two or more high schools, who are transferred by the administrative officer from one school to another, and

<sup>1</sup> A six-year high school may, with the approval of the State Committee, report upon the upper three years of the school.

<sup>2</sup> Except where specifically stated (as in the case of library personnel), requirements pertaining to staff preparation are not retroactive and do not invalidate the qualification of a staff member who was fully qualified under the standards applicable at the time of his appointment to his present position.



who, though not fully qualified, have been accepted previously by the Association, when they teach the same subjects in a new school as they were teaching in their former position, shall be accepted by the Association as properly qualified teachers, provided that the system encourages teachers who are not fully qualified to continue their educational preparation, and that evidence exists that progress is being made.<sup>3</sup>

(2) *Professional Preparation.* The minimum professional preparation of individual members of the instructional staff is fifteen semester hours of education. In the case of a teacher whose professional preparation consists of less than fifteen semester hours, the State Committee shall have power to waive this Regulation if, in its judgment, the teacher is otherwise highly qualified and is doing clearly superior work.

(3) *Preparation in Teaching Areas.* Adequate preparation in teaching fields and areas is defined as that which meets the legal requirements of the state in which the school is located and also any special requirements set up by legally constituted educational authorities of the state, provided, however, that the minimum preparation is fifteen semester hours at the college level in any one of the following areas: language arts, a foreign language, social studies, science, mathematics, business, health and physical education, music, art, home economics, agriculture, and industrial arts, and adequate preparation in each subject taught.<sup>4</sup> In the case of a teacher who devotes a

minor fraction of his time to the teaching of a particular subject, a reasonable deviation from the minimum preparation may be accepted when approved by the State Committee.

In the case of unified courses which draw their subject matter from two or more teaching fields, the minimum preparation expected will be twenty semester hours on the college level, appropriately distributed among the teaching fields concerned.

Each State Committee will submit to the Secretary of the Commission on Secondary Schools the requirements of the properly constituted educational authorities of the state pertaining to the preparation of teachers in subject fields and areas.

(4) *Records of Teachers' Preparation.* An official transcript or a certified copy of the college preparation of each teacher is kept on file in the office of the administrative head of the school or school system. All information which pertains to the preparation of teachers is secured from such official records.

An official transcript is the institutional credit record signed by the registering officer of the higher institution certifying the credits. Its submission to the State Chairman for evaluation may be required. A certified copy of the transcript may be accepted.

(B) *Library Staff.*<sup>5</sup>

(1) *Librarian.* In schools with an enrollment of 500 or more pupils, the librarian is a full-time librarian. In schools with an enrollment of 200-499 pupils, the librarian may be a full-time librarian, a study-hall librarian, or a teacher-librarian; at least half the time of a teacher-librarian is devoted to the library. In schools with an enrollment of less than 200 pupils, at least two periods a day of the teacher-librarian's time are devoted to the library.

<sup>5</sup> Regulation 3(B) shall be in force upon adoption, but exceptions may be made by the State Committee until the school year 1955-56.

<sup>3</sup> In the case of church schools, "school system" is taken to mean a group of schools under the central administrative control of a particular religious order.

<sup>4</sup> Deductions in mathematics or in any one foreign language may be allowed to the extent of two semester hours for each unit earned in high school, not to exceed a total deduction of six semester hours.

(2) *Professional Preparation.* The librarian meets the requirements of Regulation 3A (1) and (2). In a school with an enrollment of 500 or more pupils, the librarian has completed a minimum of 24 semester hours of library science. In a school with an enrollment of 200-499 pupils, the librarian has completed a minimum of 15 semester hours of library science. In a school with an enrollment of less than 200 pupils, the librarian has completed a minimum of 6 semester hours in library science.

The work in library science includes such courses as the following: school library organization and administration, cataloging and classification, book selection and acquisition with emphasis on the reading and needs of adolescents, reference material, and general bibliography.

(3) *Assistants.* Provision is made for an adequate number of assistants to the librarian, either as assistant-librarians or as pupil-librarians.

(C) *Other Professional Staff* (physician, dentist, nurse, psychiatrist, psychologist). Members of the non-instructional professional staff meet the requirements of the state in which the school is located.

(D) *Clerical Staff.* Adequate clerical assistance is provided. The qualifications of such personnel include, as a minimum, high school graduation and preparation in office practice.

(E) *Custodial Staff.* The members of the custodial staff meet the state requirements pertaining to their training and employment.

#### REGULATION 4. *Administrative Staff.*

(A) *Principal.* The principal (or the administrative head of the secondary school) has had at least two years of teaching experience and possesses as a minimum a Master's degree from an institution of higher education qualified to offer graduate work. His preparation

in school administration and supervision includes an appropriate distribution of graduate work covering those phases of the school administrator's work which are professional in character, such as secondary school administration, curriculum making, the supervision of instruction, methods of teaching, philosophy of education, history of education, pupil activities, guidance, health and safety, vocational education, personnel records and reports, and school finance. Anyone who holds the title of principal meets the foregoing requirements.

(B) *Superintendent.* The superintendent of schools or the administrative head of the school system has the teaching experience and professional preparation described in Regulation 4A.

(C) *Supervisory and Guidance Assistants.* Any member of the faculty who assists the administrative head of the school in the supervision of instruction possesses, as a minimum, the requirements specified in Regulation 3A (1) and (2), and, in addition, an appropriate distribution of graduate work in such fields as the supervision of instruction in the secondary school, personnel and guidance, methods of teaching, educational psychology, and philosophy of education.

REGULATION 5. *Length of School Year.* The minimum length of the school year is thirty-six weeks, 180 days, with a minimum of 172 days of classes actually in session.

REGULATION 6. *Length of Class Period.*

(A) A school may elect to conduct classes on the short period basis, the long period basis, or a combination of the two. The minimum length of the short class period for one unit of credit is defined as 40 minutes, exclusive of all time used in the changing of classes or teachers, five times a week for thirty-



six weeks, or 180 days. Under this plan, two class periods necessitating little or no preparation outside of class are considered as equivalent to one period of prepared class work.

(B) The length of the laboratory or long class period, for one unit of credit and for the purposes of this Regulation, is defined as a minimum of 55 minutes exclusive of all time used for the changing of classes or teachers. Under the long period plan, directed study may be substituted for the outside preparation required for the short period class. Under the short or the long period plan, however, a reasonable amount of outside or independent study by pupils in accordance with their abilities is encouraged.

#### REGULATION 7. *Requirements for Graduation.*

(A) A three-year senior high school requires a minimum of twelve units, or 120 semester hours, for graduation. Four-year senior high schools require a minimum of sixteen units, or 160 semester hours, for graduation. Six-year high schools require a minimum of twelve units, or 120 semester hours, earned in the upper three years. (See Regulation 2.)

(B) A semester hour is defined as the amount of credit granted for the completion of a course covering one semester and consisting of one class period weekly, as defined in Regulation 6.

(C) In order to permit variation from the foregoing definitions of a quantitative unit of credit based upon time elements and to stimulate improved standards of scholarship, the school may elect to grant credit on a qualitative basis. School authorities, therefore, are encouraged to determine credit through the use of approved end-of-course tests. These tests measure the achievement ordinarily required for credit in a one or two semester course.

Any supplementary evidence which may be considered necessary or desirable to establish the validity of such credit may be required.

(D) State Committees are empowered to approve this plan for those schools wishing to adopt it, provided the school has personnel trained for the administration of such testing program. The scores of such tests may be used for the transfer of credit to other schools and to colleges.

(E) Tests may be used to classify individuals entering school with educational experience for which regular transcripts of credit are not available. Each individual thus tested is placed in the educational courses best suited to his needs.

REGULATION 8. *Size of School.* An approved school employs, as a minimum, a number of teachers whose full-time equivalency is one in excess of the number of years in the organization of the school.

REGULATION 9. *Pupil Load.* In order to protect the social as well as the intellectual maturity of the pupil, it is advisable that he have four years experience in a four-year high school or three years experience in a three-year high school in order to graduate.<sup>6</sup> In exceptional cases, pupils may be allowed to graduate in less than the time specified above, provided that adequate guidance procedures have been followed.

REGULATION 10. *Teaching Load.* In determining the teaching load, consideration is given to the following components: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, the demands made in the way of

<sup>6</sup> If the school has a summer session the time spent may be counted as a proportionate part of the school year.



any guidance and supervisory activities, and the duties involved in the sponsorship of pupil activities. Due allowance is made in computing the teacher load for special assignments to committee work whose purpose is to improve any phase of the school program. The desirable maximum equivalency of a combination of such duties is six periods daily for the short period schedule, and five periods daily for the lengthened period schedule. A teaching load in excess of seven periods daily, including study hall assignments, for the short period schedule and six periods daily, including study hall assignments, for the lengthened period schedule is considered a violation of this Regulation. The total teaching load is not excessive and is distributed equitably among the teaching staff.<sup>7</sup>

REGULATION 11. *Library Expenditures.*

(A) That part of the annual secondary school budget devoted to library expenditures varies according to the size of the school, the smaller the school, the greater the pupil per capita expenditure. A minimum amount of \$200.00 is expended annually in each secondary school for the purchase of library books, periodicals, newspapers, pamphlets, vertical file materials, and supplies.

(B) The budget is planned in accordance with the library needs as shown by the annual library inventory and in accordance with the school's objectives for library service. The following scale of annual expenditures is recommended as a guide.

Schools with an enrollment of 1000

<sup>7</sup> An average enrollment in the school in excess of thirty pupils per teacher is considered as a violation of this Regulation. For the purpose of interpreting this Regulation, the principal, vice-principals, study hall teachers, vocational advisers, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school.

or more pupils expend approximately 50 cents per pupil.

Schools with an enrollment of 500 to 999 pupils expend approximately 75 cents per pupil.

Schools with an enrollment of 200 to 499 pupils expend approximately \$1.00 per pupil.

Schools with an enrollment of less than 200 pupils expend not less than \$200.00

REGULATION 12. *Financial Support.* The financial condition of the school district or governing body is such that it is possible for the school to meet the conditions for accreditation and to maintain reasonably well standards of excellence as indicated in the Criteria.

CRITERIA

The standards of excellence which a school holding membership in the North Central Association is expected to maintain are based on statements in the *Evaluative Criteria*, as developed by the Cooperative Study of Secondary School Standards.

CRITERION 1. *Philosophy and Objectives.*

(A) *Pupil Population and School Community.* Since the school exists for the educational needs of its constituency, it should be familiar with the distinctive characteristics of the community, such as its sociological composition, its social, economic, religious, recreational and educational institutions and agencies, and the educational needs of both youth and adults. Since the local community is also a part of the state, nation, and world, the school must also be concerned with an understanding of the social, political, economic, and other forces of these larger communities and with the development of the ability of all peoples to live together in one world. A school, therefore, should develop its philosophy

and objectives from an analysis of such social factors.

(B) *Philosophy of the School.* Each school should be free to determine its philosophy to the extent that it promotes the principles and spirit of American democracy. The statement of philosophy should be written, implemented by a specific statement of objectives, and manifested in the educational program of the school.

CRITERION 2. *Educational Program.* The educational program of the school is concerned with more than the accumulation of knowledge, development of skills, and improvement of understandings. The development of interests, tastes, appreciations, ideals, and attitudes, and the functioning of all these elements in a democratic society should be included in the educational program.

An educational program which is concerned only with preparation for college can no longer be considered an adequate offering for a school, although preparation for college should continue to be one function of secondary education. The program should provide for the interests, needs, and abilities of all pupils as well as for the requirements of the community and the public supporting the school.

The evaluation of an educational program should be made in terms of the curriculum and courses of study, pupil activities, the library, guidance, instruction, and outcomes.

(A) *Curriculum.* The curriculum should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions.

Constant adaptation and development of the curriculum should be a cooperative enterprise engaging all staff members, carried on under compe-

tent leadership, and using all available resources. Carefully conducted and supervised experimentation for curriculum development is desirable.

(B) *Pupil Activity Program.* The pupil activity program should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth. Special importance should be attached to provision for pupil participation through student councils or similar organizations in the administration of those school functions which especially concern the interest and welfare of pupils. The activity program should not only provide opportunity for developing leadership ability but should stimulate active participation of all pupils in appropriate school organizations and community activities.

(C) *Library Service.* The library is easily accessible to pupils, adequate in size, and attractive in appearance.

Adequate provisions for the school library should include the following: (1) a well-educated, efficient librarian; (2) books and periodicals to supply the needs for reference, research, and cultural and inspirational reading; (3) provision for keeping all materials fully catalogued and well organized; (4) a budget which provides adequately for the maintenance and improvement of the library; (5) encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value; (6) continuous and systematic use of the library by teachers.

(D) *Guidance Service.* Guidance, as applied to the secondary school, should be thought of as a service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet—*educational, vocational, health, moral, social, civic and personal.* Guidance activities should be organized into a definite program in which each staff member is



a responsible participant. Where counselors are available, they should be responsible not only for specific activities but for stimulating and assisting teachers in their guidance activities.

(E) *Instruction*. In the instructional program evidence should be found of: (1) goals or objectives appropriate to the degree of development of pupils and in keeping with the purposes of the school; (2) the selection and use of varied types of teaching and learning materials and experiences; (3) the adjustment of method and organization to conditions and needs of pupils as a group and as individuals; (4) the use of every legitimate means available in the evaluation of progress and quality of learning; (5) a personal relationship of confidence, respect, and helpfulness between teachers and pupils, resulting in similar relationships between school and community; (6) provision for all desirable types of learnings; (7) definite and adequate learning by pupils as an outcome.

The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school, and the cooperative attitude of the community are paramount factors. Only schools that rank well in these particulars are considered eligible for the list of schools approved by the Association.

(F) *Evaluation of Outcomes*. In the educational program of a good secondary school, major concern should be given to attaining desirable outcomes and to the various kinds of evidence indicating that such outcomes are being realized.

The results of the learning process should include: (1) factual information or knowledge; (2) meaning and understanding; (3) abilities to do—knowledge and understanding combined with skill; (4) desirable attitudes—scientific, social, moral, and others; (5) worthy ideals, purposes, appreciations, and in-

terests; and (6) resultant intelligent participation in general life activities.

### CRITERION 3. *School Staff*.

(A) *Instructional Staff*. The staff should be a group of individually competent persons, organized into a co-operative body, having common purposes and motivated by the philosophy and objectives of the school. Diversity of preparation and viewpoints is desirable for a well-rounded staff, but its members should have the ability and the desire to work together, cheerfully, harmoniously, and efficiently for the good of the school and its pupils. Each member of such a staff should give evidence of awareness and understanding of educational problems and of *continuous professional growth*.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils and the community. The teaching load and the total working load should be such as not to endanger the special needs of pupils.

Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competence, and reasonable social development. In the selection of individual staff members, attention should be given to teaching ability, personality, health, and character. In evaluating the adequacy of the general preparation of the instructional staff, State Committees will take into consideration the extent to which the staff as a whole has completed work beyond the Bachelor's degree, the kind and distribution of college courses taken, the recency of their completion, and other evidences of professional growth.

Teachers should receive salaries adequate to insure a living standard comparable with the social demands on the profession and the worth of their service, as well as to provide security for old age.



(B) *Librarian.* The library staff has a broad, general education, a good understanding of the school's philosophy of education and of its educational program, and some successful teaching experience. The staff has the ability to work effectively with teachers in finding and using suitable library materials and aids in teaching and learning, to work agreeably and effectively with pupils, and to teach them to find and use library material readily and effectively.

(C) *Other Professional Staff.* The services of such personnel as physician, dentist, nurse, psychiatrist, psychologist are desirable and should be adequate to the needs of the school.

(D) *Clerical Staff.* The clerical assistance necessary for an effective program of instruction, administration, and supervision should be provided.

(E) *Custodial staff.* The number of custodial staff members should be adequate to keep the school plant in sanitary and efficient operation. They should be trustworthy, resourceful, and cooperative.

(F) *Health Examination.* It is recommended that a health examination be given to every new employee and periodically to every staff employee.

#### CRITERION 4. *Administration and Supervision.*<sup>8</sup>

(A) *The Board of Education.* Responsibility for determining the general policies of the school system is entrusted to a governing board, hereafter designated as the board of education. The administrative head of the schools is the chief executive officer of the board of education. Subject to the approval of the board of education, the administrative head is responsible for the selection and assignment of all

school employees, the business management of the schools including school plant and equipment, the administration and supervision of the educational program, and the program of public relations. These duties necessitate organization of resources, both material and personal; delegation of duties and authority; and supervision of all delegated tasks and of all individuals to whom authority and responsibility are assigned. The better the administrative personnel, the more efficient will be the organization and management and the greater the probability of the successful attainment of the school's objectives, provided the personnel is always mindful of the primary function of the school—the development of its pupils. Success should be measured in terms of results, not of machinery.

#### (B) *Policies of the Board of Education.*

(1) The policies of the board of education are such as to encourage a maximum of educational growth and development. The board of education has a published statement of policy.

(2) The policies of the board of education are such as to attract and retain the services of well-qualified and competent staff members and a well-trained school administrator who is capable of providing effective educational leadership. It is the policy of the board under which an accredited high school operates to employ, promote, demote, and discharge staff members and other employees only upon the recommendation of the administrative head of the school system.

(3) No employee is dismissed during the term of a contract or refused reemployment except at an official meeting of the board of education. The minutes of such a meeting clearly indicate all actions taken by the board. Employees who are to be dismissed or refused reemployment are given reasons for the action taken by the board

<sup>8</sup> In the case of private schools or church schools, by "Board of Education" is to be understood the individual or group performing the functions of the board of education which are considered in Criterion 4.

of education and are given an opportunity for a hearing before official action is taken.

(4) The administrative head of the school system attends all meetings of the board of education except that part of a meeting when his own employment is under consideration.

(5) The board of education deals with staff members and other school employees only through the administrative head of the school system.

(6) The administrative head of the school system is held responsible by the board of education for submitting a carefully planned budget and for the expenditure of money in accordance with the budget adopted. He keeps those members of the staff who have responsibility for the proper expenditure of school funds informed as to the balances remaining in that part of the budget which relates to their departments.

(7) The administrative head of the school system should share with the controlling board responsibility for establishing and maintaining desirable relations with the school's public. Therefore the supporting public should be informed regarding the policies, program, objectives, activities, and plans for the future of the school so that the support of the public be assured for the school's undertakings. There should always be a sympathetic and understanding relationship between the school and its administration on the one hand and its public on the other.

(C) *Cooperative Relationships.* The working relationships between the board of education and the administrative head of the system, between the administrative head of the system and the principal of the secondary school, and between principal and staff are such as to insure successful and effective administration. Administrative procedures should be carried on by

democratic processes which recognize the abilities and contributions of staff members.

(D) *Administration.* The administration of the school is such as to insure a well-organized and well-managed school, effectively and intelligently supervised, and meeting the needs and interests of the pupils and of the community. Effectiveness of organization, permanency of tenure of all staff members, as shown by the history of the school, and the attitude and support of the community are matters which will be taken into consideration in determining whether the school is eligible for accrediting.

Interference with the administration of the high school by organized groups of teachers or pupils, by the board of education, or by organized groups outside the school, when such interference is likely to result in a lowering of the effectiveness of the educational program, will be considered sufficient grounds for an official visit and inquiry into the condition of the school.

(E) *Supervision.* Supervision includes the improvement of every phase of the educational program, such as the organization of programs of studies, the revision of curricula, the instructional procedures, the pupil activity program, and the non-instructional activities of staff members. The administrator directly in charge of a secondary school should have ample time during the school day for the administration and supervision of his school.

(F) *Administration of the Activity Program.* A secondary school should not participate in any district, state, interstate, or regional athletic, music, commercial, speech, or other contest, tournament, congress, or assemblage involving the participation of more than two schools except those approved by the State Committee, or by that organization recognized by the State



Committee as constituting the highest authority for the regulation and control of such activities. It should be the responsibility of the State Committee to furnish member schools with a list of approved contests, tournaments, congresses, and assemblages. The State Committee should give prompt action on requests for the approval of activities.

(G) *System of Records and Reports.* A school should maintain a type of personnel and record system of such nature that it can provide any of the data asked for in the Criteria.

#### CRITERION 5. *School Plant and Equipment.*

(A) *Building and Site.* The school plant should be flexible, adequate in size, and so planned as to facilitate the offering of a modern program of secondary education that is suited to the needs and interests of the pupils and of the community. When a new plant is being planned, or an existing building is to be enlarged or remodeled, plans should contemplate meeting future as well as present needs. The building should be attractive and appropriate in design and should assure the safety and health of its occupants. The site should be large enough to provide ample playground space and should be attractively landscaped.

##### (B) *Library.*

(1) *Materials.* The library should be conceived of as a communications center. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials, and other learning aids should be adequate for the number of pupils and the needs of instruction in all courses offered.

##### (2) *Location and Equipment.*

(a) The library room, or combination library-study hall, should be easily accessible, should accommodate ap-

proximately ten per cent of the enrollment, should be attractive in appearance, and should contain standard library equipment, such as: reading tables, desks or desk-chairs, chairs, librarian's desk, cabinets for card catalogs, magazine and newspaper racks, dictionary stands, and filing cabinets. In judging the adequacy of library space, consideration should be given to modifying factors in individual schools and to the extent to which library facilities are decentralized.<sup>9</sup>

(b) The record system should include a shelf list, alphabetically arranged card catalogs, an accession record, and should be classified by the Dewey Decimal system or other classification system acceptable to the State Committee. The central library may be supplemented by departmental or classroom libraries of frequently changed materials appropriate to the work of individual classes.

(C) *Sanitation.* Janitorial service, lighting, heating, ventilation, water supply and drinking fountains, lavatories and toilets, wardrobes and lockers, school furniture, and location of the classrooms, shops, laboratory, and library should be such as to insure hygienic conditions for pupils and teachers.

(D) *Safety.* Proper steps for protecting pupils against injuries should be taken in laboratories, shops, gymnasiums, transportation facilities, and in all parts of the building or grounds where accidents are likely to occur. The school plant should be adequately protected against fire and should have fire exists.

(E) *Instructional Equipment and Supplies.* Instructional equipment and supplies, such as: science apparatus, laboratory tables and demonstration

<sup>9</sup> Quality of service and adequacy may be measured by the use of Section F, Library Service, of the *Evaluative Criteria*.



desks; shop tools and machinery; gymnasium equipment and supplies; equipment for home economics and agricultural laboratories; equipment and supplies for commercial, art, and music rooms; audio-visual aids equipment; maps and charts; library books, text books, and supplies should be adequate and used in such a way as to meet the needs of instruction for all courses and activities offered.

(F) *Special Services*. Adequate provision should be made according to the individual needs of each school for such special services as rest rooms, cafeteria, dining rooms, kitchens, clinics, in-

firmary facilities, and study and sleeping quarters.

(G) *Protection of Pupil Records, Care and Storage of Equipment and Supplies*. Ample provision should be made for the safekeeping, systematic arrangement, and care of all materials, supplies, and apparatus used in the instructional and activity program, and the storage of all financial and personnel records and reports. An annual inventory is made of all equipment and supplies. A fireproof vault should be provided, or a safe which meets underwriters' specifications.

## VI. RULES OF PROCEDURE

### COMMISSION ON SECONDARY SCHOOLS<sup>1</sup>

#### ARTICLE I. OBJECT

The object of the Commission shall be to represent the member secondary schools in their relations with the Association and to encourage and assist these schools in the development, maintenance, and continued improvement of a program of secondary education that will satisfy the needs, interests, and abilities of the individual pupils.

#### ARTICLE II. MEMBERSHIP

*Section 1.* The Commission on Secondary Schools shall consist of the members of the committee on secondary schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission, subject to the approval of the Association, for a

period of three years, one-third of this number to be elected each year. The term of office shall begin on July 1, following the annual meeting.

*Section 2.* The State Committee on Secondary Schools shall consist of:

1. A member of the faculty of the state university whose assignment is in the field of secondary education, to be nominated by the president of the university;
2. the director of secondary education of the state department of public instruction or, in case there is no such officer, a member of the staff of the commissioner of education or superintendent of public instruction, designated by him;
3. and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.

In the event that the president of the

<sup>1</sup> This edition of the rules of procedure of the Commission on Secondary Schools incorporates amendments adopted by the Commission on March 11, 1948 and March 31, 1949. Through an oversight, the change effected in 1948 was not included in the rules of procedure as printed in the NORTH CENTRAL ASSOCIATION QUARTERLY for July, 1949 and the Handbook for State Committees and Reviewing Committees of the Commission on Secondary Schools, published in 1949.—*The Secretary of the Commission.*

state university should refuse or fail to designate a member of the faculty to serve on the State Committee on Secondary Schools, and/or in the event that the superintendent of public instruction or commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill such vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a State Committee shall be selected for membership by majority vote of the administrators of the member schools of the North Central Association within the state. Their names shall be transmitted to the Secretary of the Commission on Secondary Schools by the Chairman of the State Committee. Upon approval of the Commission on Secondary Schools, the names shall be transmitted to the Executive Committee which shall place the names in nomination for election by the Association. The term of membership of administrative heads of secondary schools on State Committees shall be three years. No such member shall serve more than two consecutive three-year terms.

*Section 3.* No member of the Commission on Secondary Schools may serve for more than six years consecutively, excepting (1) the two members of each state committee who represent the state university and the state department of public instruction respectively and who automatically shall remain members of the Commission until their retirement from the state committee, and (2) the members of the Administrative Committee of the Commission on Secondary Schools who automatically shall remain members of

the Commission until their retirement from the Administrative Committee.

*Section 4.* The Chairman of the State Committee shall be either the representative of the state university or of the state department of education on the committee and shall be selected by majority vote of the State Committee, subject to the approval of the Executive Committee. He shall be elected for a term of four years, and shall be eligible to succeed himself, but may continue in office only so long as he is a member of the State Committee.

In the event of a vacancy in the chairmanship during the term of office of an incumbent, the State Committee shall elect a chairman to complete the unexpired term. The meeting for this purpose shall be called by the secondary school representative having the longest tenure on the committee.

#### ARTICLE III—OFFICERS AND COMMITTEES

*Section 1.* The officers of the Commission shall be a chairman and a secretary. The chairman shall be elected at the annual meeting of the Commission for a term of one year or until his successor is elected and installed. The secretary shall be elected by the Administrative Committee and shall serve until his successor is elected and installed.

*Section 2.* The Chairman shall be the executive officer of the Commission and shall preside over all meetings of the Commission and shall call and preside over all meetings of the Administrative Committee of the Commission. He shall be ex-officio member of all standing and special committees and shall perform all such duties as usually pertain to the office of chairman.

*Section 3.* In the event of a vacancy in the chairmanship of the Commission on Secondary Schools the Administra-



tive Committee shall designate a temporary chairman to serve until the next annual meeting of the Association.

*Section 4.* The Secretary shall keep all minutes of the meetings of the Association, of the Administrative Committee, and all other necessary records. Within thirty days after the close of each meeting of the Administrative Committee, he shall prepare and forward to the chairman of each state committee a copy of the minutes of such meeting. In the interim between meetings of the Commission and in response to requests from the chairmen of state committees, he shall interpret the provisions of the Policies, Regulations, and Criteria. Any appeal from the interpretations and decisions of the Secretary of the Commission shall be made to the Executive Committee of the Association.

*Section 5.* There shall be an Administrative Committee of the Commission composed of the Chairman, the preceding Chairman, the Secretary, and four (4) members elected by the Commission at the time of the annual meeting for four-year terms, one member to be elected each year.

During the interval between the Annual Meetings of the Association, the Administrative Committee of the Commission on Secondary Schools shall have the authority to carry on the necessary business of the Commission on Secondary Schools.

All acts of the Administrative Committee shall be subject to review by the Commission except where the Committee has been given final authority.

*Section 6.* In addition to ex-officio members, the Executive Committee of the Association consists of four (4) elected members, one term expiring each year. The Commission on Secondary Schools shall suggest to the Executive Committee each third year one member of the Commission for nomina-

tion to the Association for election to the Executive Committee.

*Section 7.* The Chairman of the Commission shall appoint a committee of three members whose duty it shall be to nominate suitable persons for each of the elective offices of the Commission. Nothing in this section shall be construed to limit the privilege of any member of the Commission to nominate officers from the floor.

#### ARTICLE IV. FUNCTIONS

The Commission shall prepare for the guidance of member schools and secondary schools seeking the approval of the Association a bulletin setting forth policies, regulations, conditions for accrediting, and criteria for the evaluation of secondary schools. Prior to the publication of this bulletin, it shall be submitted by the Executive Committee to the Association for approval or rejection.

The Commission shall receive and consider applications and reports from secondary schools within the territory of the Association seeking approval for membership in the Association; shall make such examinations and evaluations of these schools as it deems necessary; shall make such examination and evaluations of member schools as conditions may require; shall request periodic reports from member schools; shall prepare a list of secondary schools recommended by the Commission for accrediting by the Association; shall submit to the Executive Committee for final approval by the Association the lists of members elected by the Commission; shall submit for approval to the Executive Committee its proposed budget; and, with the approval of the Executive Committee, shall make and publish studies of educational problems.

The Commission on Secondary Schools may, with the approval of the



Executive Committee, grant a secondary school the necessary freedom to carry on any educational experiment that the Commission has approved.

#### ARTICLE V. MEETINGS

The annual meeting of the Commission shall be held at the time and place of the Annual Meeting of the Association.

#### ARTICLE VI. QUORUM

At any meeting of the Commission a quorum shall consist of thirty (30)

members of the Commission representing a majority of the member states.

#### ARTICLE VII. AMENDMENTS

These rules of procedure may be amended at any regular meeting of the Commission by a majority vote of the members present provided such amendment has been presented to the Commission and delivered to the Secretary in written form twenty-four hours prior to the vote.

### THE CONSTITUTION OF THE ASSOCIATION<sup>1</sup>

#### ARTICLE I. NAME

The name of this Association shall be the North Central Association of Colleges and Secondary Schools.

#### ARTICLE II. OBJECT

The object of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies.

#### ARTICLE III. TERRITORY AND MEMBERSHIP

*Section 1.* The territory of the Association shall consist of the states of Arizona, Arkansas, Colorado, Illinois,

Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming and/or such areas as may be hereafter included. Territory shall be excluded from or included within the jurisdiction of the Association only upon the recommendation of the Executive Committee and by the vote of the Association. The recommendation of the Executive Committee shall be based on substantial evidence indicating that the action recommended represents the desire of the universities, colleges, and secondary schools of the territory concerned.

*Section 2.* The membership of the Association shall consist of three classes: (1) universities, colleges, and secondary schools; (2) officers of the Association and members of the Commissions; and (3) honorary members. Only members of Class 1 are eligible to vote at official meetings of the Association.

It shall be understood that membership in the Association for universities, colleges, and secondary schools is purely voluntary. Although all decisions of the Association bearing on

<sup>1</sup> As amended at the 1949 Annual Meeting of the Association. The amendments are italicized in *Article IV, Section 5. The Commission on Secondary Schools*, page 151.

the policy and management of universities, colleges, and secondary schools are advisory in character, it shall be understood that the Association has the right to establish requirements for membership, to develop and establish criteria for the evaluation of universities, colleges, and secondary schools, and to establish and maintain all regulations and conditions for continued membership in the Association.

*Section 3.* Any university, college, or secondary school which has been approved by the Association shall be admitted to membership on the payment of the annual dues. Such membership shall cease if at any time the university, college, or secondary school resigns or is dropped from the approved list of the Association or if the annual dues are more than one year in arrears. Any lapse in membership shall date from July 1 next succeeding the Annual Meeting at which time action was taken to drop the member university, college, or secondary school in question.

*Section 4.* All individuals holding membership on commissions of the Association or serving as elected officers of the Association shall thereby become members of the Association.

*Section 5.* Honorary members shall be nominated by the Executive Committee and elected by the Association by a two-thirds vote of all members present and voting at any session of the Association held during the Annual Meeting. Such individuals are honorary members of the Association and not honorary members of any particular commission.

*Section 6.* Honorary members shall receive the NORTH CENTRAL ASSOCIATION QUARTERLY and shall have all the privileges of membership in the Association except voting.

*Section 7.* Honorary members, officers of the Association, and members of the commissions shall not be re-

quired to pay dues as hereinafter defined.

*Section 8.* Members of the Association, honorary members, individuals officially connected with a university, college, or secondary school which holds membership in the Association, and individuals who are officially connected with the state department of public instruction of a state which is included in the territory of the Association shall have the right to attend the meetings and to participate in the activities of the Association and of the various commissions. It shall be understood, however, that attendance at such meetings and participation therein shall be in accordance with the provisions of this constitution and also with the policies adopted by the various commissions and by the Executive Committee.

#### ARTICLE IV. OFFICERS, COMMISSIONS, AND COMMITTEES

*Section 1.* The officers of the Association shall be a president, a vice president, a secretary, and a treasurer. The president and vice president shall be elected at the Annual Meeting of the Association for a single term of one year or until their successors are elected. The secretary and the treasurer shall be appointed by the Executive Committee and shall serve without compensation. Their terms of office shall be determined by the Executive Committee.

All officers of the Association and of the commissions shall be officially and actively connected with a university, college, or secondary school which holds membership in the Association or with the state department of education of a state in the territory of the Association as defined in Article III, Section 1.

*Section 2.* There shall be an Executive Committee, a Commission on



Colleges and Universities, a Commission on Secondary Schools, and a Commission on Research and Service, and these shall be constituted as hereinafter defined.

The Executive Committee and the various commissions of the Association shall, within the limitations imposed by the constitution of the Association, have the right to determine their own procedures and to establish rules and regulations for governing such procedures.

*Section 3. The Executive Committee.* The Executive Committee of the North Central Association of Colleges and Secondary Schools shall consist of the president, the vice president, the president of the Association during the preceding year, the secretary, the treasurer, the chairman and the secretary of each of the commissions provided for in Article IV, Section 2, and four additional members, one of whom shall be elected each year for a term of four years. Qualifications for membership on the Executive Committee shall be the same as prescribed for officers of the Association in Article IV, Section 1.

The Executive Committee shall receive from the Commission on Colleges and Universities the list of colleges and universities recommended for membership in the Association, shall receive from the Commission on Secondary Schools the list of secondary schools recommended for membership in the Association, shall pass upon such lists and shall submit them to the Association for final approval. It shall publish in the official organ of the Association, the NORTH CENTRAL ASSOCIATION QUARTERLY, the lists of universities, colleges, and secondary schools approved by the Association.

The Executive Committee shall have final authority to hear appeals from the decisions of the commissions, relative

to the approval of universities, colleges and secondary schools and to determine the action to be taken upon such appeals.

The Executive Committee shall be under no obligation to a member university, college, or secondary school to consider any appeal from the decision or action taken by a commission unless such appeal is filed with the Executive Committee within thirty days following the Annual Meeting. Before taking final action on an appeal, the Executive Committee shall request the officers of the commission concerned to make a recommendation and to submit therewith all facts pertinent to the case.

The Executive Committee shall nominate persons for membership in the various commissions. Such nominations shall be limited to those persons recommended for membership in the commission by the commission concerned. Persons nominated by the Executive Committee for membership in the various commissions shall be elected by the Association in accordance with the provisions of the constitution.

The Executive Committee shall determine the time and place of the Annual Meeting of the Association, prepare the programs for the meetings of the Association, approve all programs for the meetings of the various commissions, provide for the publication of reports and proceedings, and transact any necessary business. The Executive Committee shall also fill all interim vacancies in the offices of the Association, and upon recommendation of the commissions concerned shall fill interim vacancies in the membership of the various commissions.

It shall be the duty and responsibility of the Executive Committee to coordinate the work of the various commissions in such ways as to further most effectively the object of the Association.



The Executive Committee shall have the power to authorize and approve all expenditures of funds and to require each commission to submit it to a budget. The proposed budget submitted by each commission to the Executive Committee for approval shall be a complete forecast embracing (1) the program of activities, (2) the estimated receipts together with their sources, and (3) the estimated expenditure necessary to carry out the work of the commission. It shall be the duty and responsibility of the Executive Committee to approve or disapprove in advance of any commitments the proposed program of activities of each commission.

At each Annual Meeting the Executive Committee shall submit to the Association a detailed report of income and expenditures. At the close of the fiscal year the Executive Committee shall require an official audit of all Association Accounts to be made by an auditor selected by the treasurer and approved by the Executive Committee. The audited report shall be published in the NORTH CENTRAL ASSOCIATION QUARTERLY.

All actions taken by the Executive Committee shall be subject to approval or revision by the Association with the exception of actions taken relative to those matters over which the Executive Committee has been given final authority.

*Section 4. The Commission on Colleges and Universities.*

The Commission on Colleges and Universities shall consist of forty-eight persons, thirty from the member colleges and universities and eighteen from the member secondary schools. These shall be elected by the Commission subject to the approval of the Association for a period of three years, ten members of the first group, and six of the second to be elected annually.

No member of the Commission may serve more than two terms consecutively, except the Secretary of the Commission and except in the case of a member of the Board of Review who shall automatically remain a member of the Commission until his retirement from the Board.

The officers of the Commission on Colleges and Universities shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations. The length of term for each officer shall be determined by the Commission.

There shall be a Board of Review whose membership shall consist of the chairman of the Commission, ex officio chairman of the Board of Review; vice chairman of the Commission, ex officio vice chairman; the secretary of the Commission, ex officio secretary and four members of the Commission to be elected by the Commission for overlapping terms of six years each, and upon the expiration of this term no member may succeed himself.

The Commission shall prepare a statement of policy to guide member colleges and universities and also colleges and universities seeking approval by the Association, which statement of policy shall be submitted by the Executive Committee to the Association for approval or rejection; shall receive and consider applications and reports from colleges and universities within the territory seeking approval for membership in the Association; shall make such examinations and surveys of these colleges and universities as it deems necessary; shall make examinations or surveys of member colleges and universities as conditions may require; shall request periodic reports from member colleges and universities; shall prepare a list of colleges and universities recommended by the

Commission for accrediting by the Association; shall submit this list to the Executive Committee for approval and publication; shall submit to the Executive Committee for final approval by the Association the list of individuals elected to membership on the Commission; shall submit its proposed budget to the Executive Committee for approval; and shall make and publish studies of educational problems approved by the Executive Committee.

The Commission on Colleges and Universities may, with the approval of the Executive Committee, grant a college or university the necessary freedom to carry on any educational experiment that the Commission has approved.

During the interval between the Annual Meetings of the Association, the Board of Review shall have the authority to carry on the necessary business of the Commission on Colleges and Universities.

*Section 5. The Commission on Secondary Schools.*

The Commission on Secondary Schools shall consist of the members of the Committee on Secondary Schools for each of the several states comprising the territory of the Association and eighteen other persons elected by the Commission subject to the approval of the Association for a period of three years, one-third of this number to be elected each year.

The State Committee on Secondary Schools shall consist of:

1. *A member of the faculty of the state university whose assignment is in the field of secondary education, to be nominated by the president of the university;*
2. *the director of secondary education of the state department of public instruction or, in case there is no such officer, a member of the*

staff of the commissioner of education or superintendent of public instruction, designated by him;

3. *and, for states having fewer than 300 high schools accredited by the Association, three administrative heads of secondary schools accredited by the Association; and, for states having 300 or more high schools accredited by the Association, five administrative heads of secondary schools accredited by the Association.*

In the event that the president of the state university should refuse or fail to designate a member of the faculty to serve on the State Committee of Secondary Schools, and/or in the event that the superintendent of public instruction or commissioner of education should refuse or fail to designate a member of his staff to serve on the State Committee, the Executive Committee of the Association shall fill such vacancies by nominating for election by the Association persons recommended by the Commission on Secondary Schools.

The administrative heads of secondary schools to be included in the membership of a State Committee shall be selected for membership by *majority vote of the administrators of the member schools of the North Central Association within the state*. Their names shall be transmitted to the Secretary of the Commission on Secondary Schools by the chairman of the state committee. *Upon approval of the Commission on Secondary Schools, the names shall be transmitted to the Executive Committee which shall place the names in nomination for election by the Association.* The chairman of each State Committee shall be designated by the Commission on Secondary Schools in accordance with its adopted procedures subject to the approval of the Executive Committee. The term of membership of



administrative heads of *secondary* schools on State Committees shall be three years. No such member shall serve more than two consecutive three-year terms.

No member of the Commission on Secondary Schools may serve for more than six years consecutively, excepting (1) the two members of each State Committee who represent the state university and the state department of public instruction respectively and who automatically shall remain members of the Commission until their retirement from the State Committee, and (2) members of the Administrative Committee of the Commission on Secondary Schools, who automatically shall remain members of the Commission until their retirement from the Administrative Committee.

The officers of the Commission on Secondary Schools shall be a chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations. The length of term of each officer shall be determined by the Commission.

There shall be an Administrative Committee of the Commission on Secondary Schools composed of the chairman of the Commission, ex officio chairman of the administrative Committee; the secretary, ex officio secretary; the preceding chairman; and four members elected by the Commission at the time of the Annual Meeting of the Association for a period of four years, one member to be elected each year.

The Commission shall prepare for the guidance of member schools and secondary schools seeking the approval of the Association a bulletin setting forth policies, regulations, conditions for accrediting, and criteria for the evaluation of secondary schools. Prior

to the publication of this bulletin, it shall be submitted by the Executive Committee to the Association for approval or rejection. The Commission shall receive and consider applications and reports from secondary schools within the territory of the Association seeking approval for membership in the Association; shall make such examinations and evaluations of these schools as it deems necessary; shall make such examinations or evaluations of member schools as conditions may require; shall request periodic reports from member schools; shall prepare a list of secondary schools recommended by the Commission for accrediting by the Association; shall submit this list to the Executive Committee for approval and publication; shall submit to the Executive Committee for final approval by the Association the lists of members elected by the Commission; shall submit its proposed budget to the Executive Committee for approval; and shall make and publish studies of educational problems approved by the Executive Committee.

The Commission on Secondary Schools may, with the approval of the Executive Committee, grant a secondary school the necessary freedom to carry on any educational experiment that the Commission has approved.

During the interval between the Annual Meetings of the Association, the Administrative Committee of the Commission on Secondary Schools shall have the authority to carry on the necessary business of the Commission on Secondary Schools. During this interval, the secretary of the Commission shall have the authority to interpret policies, regulations, and criteria. Any appeal from the interpretations and decisions of the secretary of the Commission shall be made to the Executive Committee.



*Section 6. The Commission on Research and Service.*

The Commission on Research and Service shall consist of twenty-four persons; twelve from member colleges and universities and twelve from member secondary schools. These shall be elected by the Commission subject to the approval of the Association for a period of three years, four members of each group to be elected annually. No member of this Commission shall serve for more than two consecutive three-year terms.

The officers of the Commission on Research and Service shall be a chairman, a vice chairman, and a secretary. These officers shall be elected by the Commission in accordance with its own policies and regulations, but subject to the limitations imposed by the constitution. All officers of the Commission shall be selected from among those who are members of the Commission, and it shall be understood that the term of each officer shall not extend beyond the date of the expiration of his term as a member of the Commission.

There shall be a Steering Committee whose membership shall be determined by the Commission in accordance with its own policies and regulations.

The Commission on Research and Service shall initiate, plan, and carry forward studies in the fields of educational and institutional research and service pertaining to universities, colleges, and secondary schools, subject to the approval of the Executive Committee; shall, subject to the approval of the Executive Committee, engage in such research, study, and activity as either of the other commissions may request; shall engage in such research, study, and activity as the Executive Committee may request; shall report its findings to the appropriate com-

mission or commissions and to the Association, as directed by the Executive Committee; shall submit its proposed budget to the Executive Committee for approval; shall submit to the Executive Committee for final approval by the Association the list of individuals elected to membership by the Commission; and shall furnish leadership in interpreting its research findings and in focusing attention on those problems which are in need of consideration.

During the interval between the Annual Meetings of the Association, the necessary work and business of the Commission on Research and Service shall be administered by a committee consisting of the officers of the Commission.

*Section 7. Nominating Committee.*

Prior to each Annual Meeting of the Association, the president shall appoint, subject to the approval of the Executive Committee, a committee of five persons whose duty it shall be to nominate properly qualified persons for election to the offices of president and vice president, to membership on the Executive Committee, and to any office not elsewhere provided for by the constitution. The announcement of these nominations shall be made during the first session of the Association held during the Annual Meeting, but election shall take place during a later session. Independent nominations may be made upon the written petition of any ten persons who are members of the Association or official representatives of member institutions. The list of persons so nominated shall be filed with the secretary of the Association not later than twelve hours prior to the opening of the session during which the election of officers is to take place.

*Section 8. The Editorial Board.*

The Editorial Board shall consist

of the president, secretary, and treasurer of the Association, the secretaries of the commissions, and a managing editor selected by the Executive Committee.

#### ARTICLE V. MEETINGS

There shall be an Annual Meeting of the Association at such time and place as may be determined by the Executive Committee and approved by the Association. Meetings of the various commissions shall be held during the week of the Annual Meeting of the Association. Other meetings of the Association and/or other meetings of any commission may be held when such meetings are authorized by the Executive Committee and approved by the Association.

#### ARTICLE VI. FEES

An annual fee shall be paid by each member university, college, and secondary school. The amount of the fee shall be fixed by the Executive Committee, subject to the approval of the Association.

Member universities, colleges, and secondary schools are entitled to have the services of the Association and to receive the NORTH CENTRAL ASSOCIATION QUARTERLY and/or such other publications as may be authorized for distribution.

#### ARTICLE VII. THE RIGHT TO VOTE

*Section 1.* Only members of a com-

mission shall have the right to vote at official meetings of the commission of which they are members.

*Section 2.* All votes at official meetings of the Association shall be by member universities, colleges and secondary schools. Each member university, college, and secondary school shall have only one vote on any question before the Association, and this vote shall be cast by an officially designated representative.

#### ARTICLE VIII. QUORUM

Fifty voting members of the Association shall constitute a quorum for conducting business at any official meeting of the Association.

#### ARTICLE IX. AMENDMENT

This constitution may be amended by a three-fourths vote of the voting members at any official meeting of the Association, providing that a printed notice of any proposed amendments has been sent to each individual who is a member of the Association and to each member university, college, and secondary school at least two weeks prior to the date of said meeting.

#### ARTICLE X. PROCEDURE

Parliamentary procedure in all meetings of the Association and of the commissions shall be in accordance with *Robert's Rules of Order*.

## PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION<sup>1</sup>

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY. Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service
  - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high-school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
    1. *Atomic Energy*, by WILL R. BURNETT
    2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
    3. *Housing in the United States*, by A. W. TROELSTRUP
    4. *Latin America and Its Future*, by RYLAND W. CRARY
    5. *Maps and Facts for World Understanding*
    6. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
    7. *The Federal Government and You*
    8. *Youth and Jobs*, by DOUGLAS S. WARD
    9. *The Family and You*, by HENRY A. BOWMAN
  - B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
    1. *Sprouting Your Wings*, by BRUCE H. GUILD
  - C. Pamphlets produced as outgrowths of committee studies and projects.
    1. Study of Teacher Certification.
    2. Developing the Health Education Program.
    3. Attacking Reading Problems in Secondary Schools.
    4. Developing Intergroup Relations in School and Community Life. (25¢)
    5. Better Teaching Through Audio-Visual Materials. (10¢)
    6. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
    7. Cooperation between Secondary Schools and Colleges—a report prepared for the Committee on High School-College Relations of the North Central Association by Manning M. Pattillo, Jr., and Lorence Stout, University of Chicago. (15¢ for single copies; 5 or more mailed to one address 12¢ a copy).
    8. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11, New York.
  - D. Syllabus—*Functional Health Teaching*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago.
- III. Publications of the Commission on Secondary Schools, Distributed free to members of the Commission and member schools
  - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
  - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications of the Commission on Colleges and Universities. Available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
  - A. *Revised Manual of Accrediting*, July, 1941. \$2.00 (unbound)
  - B. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00
  - C. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge
    1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941

<sup>1</sup> Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, College of Education, University of Minnesota, Minneapolis.



2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
  3. "Principles of Freedom in Teaching and Research." An extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*
  4. "Report of the Committee on Physical Education and Athletics," June, 1933
  5. "Conditions Surrounding the Offering of the Master's Degree," by E. B. STOUTER, October, 1937
  6. "Professional Education in Physical Education," by D. OBERTEUFFER, April, 1940
  7. "Nursing Education in Higher Institutions of the North Central Association," by LUCILE PETRY, April, 1941
  8. "Survey of Music Education in the North Central Association," by ALBERT REIMEN-SCHNEIDER, October, 1941
  9. "The Institutional Purposes of Seventy-five North Central Colleges," by MELVIN W. HYDE and EMIL LEFFLER, January, 1942
  10. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON, October, 1943
  11. "Report of the Committee on Postwar Education," April, 1946
  12. "Faculty Status in Member Colleges and Universities of the North Central Association of Colleges and Secondary Schools, 1945-46," by JOHN H. RUSSEL and NORMAN BURNS, April, 1948
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council in Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 744 Jackson Place, Washington 6, D. C. \$5.00.
  - B. Publications of Cooperative Study of Secondary School Standards. Available from 744 Jackson Place, Washington, D. C.
    1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
    2. *Evaluative Criteria* (1950 Edition), paper \$2.50; set of separate sections \$2.50 each
    3. *Educational Temperatures* (1940 Edition), \$1.25

Note: For price list for complete 1950 edition of *Evaluative Criteria* including separate sections, see page 261 of this issue.
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii 286, \$2.00 plus postage.

# THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume XXVI

OCTOBER 1951

Number 2

## ASSOCIATION NOTES AND EDITORIAL COMMENTS

### THE ASSOCIATION LOOKS AT ATHLETICS

IN THIS ISSUE of the *QUARTERLY* are printed comprehensive reports of the Contest Committee which was organized some years ago by the Commission on Secondary Schools. These reports are really milestones in the sustained effort of the Commission to safeguard its member schools against the ever mounting tendency of numerous interests to look to the schools for the dissemination of their ideas or the promotion of their plans, many of which have only dubious if any educational value. Execution of these plans generally involves contests either among schools or within the schools, a procedure which is generally regarded as educationally undesirable; and yet one must confess that many proposals of this sort originate among educators themselves—a devisive factor in the handling of the whole situation.

In light of all these circumstances the adoption of the Committee's reports last spring by the Commission on Secondary Schools is of paramount importance; and one of them, "Recommendations with Respect to Athletic Contests," promises to top all others in significance.

As everyone knows, the persistently ugly rumors and innuendoes about collegiate athletics have been shockingly substantiated by recent developments. As this is written, Al Jackson's blast at college football in the current *Atlantic Monthly* has followers of athletics—and others—abuzz. Jackson writes

from the inside as a former Big Ten player. He holds to the theme that "big time football is a poor bargain for the boys that play the game." Such episodes as the scandal at West Point, upheavals at William and Mary, and recent indictments of basketball players for graft build up the newsworthiness of his indictment. One can only surmise what the impact of all this will be upon high school athletics because to a certain extent high school and college athletics form a very obvious continuum.

This continuity is reflected in the action taken by the Executive Committee of the Association on March 30, last, to study interscholastic athletics in its member institutions both higher and secondary. On that date the following recommendation, reported also on page 225 of this issue of the *QUARTERLY*, was adopted:

The Commission on Colleges and Universities recommends that the Executive Committee appoint a committee, representing the member high schools and higher institutions, to formulate recommendations regarding the policies of the North Central Association with regard to intercollegiate athletics. This committee would also confer with officials of the athletic conference operating in North Central Association territory, discussing with those officials the deep concern of the Association with the present situation in intercollegiate athletics and the conference rules governing the conduct of intercollegiate athletics.

On June 30 the Executive Committee appointed the following individuals as members of the "Committee on Interscholastic and Intercollegiate Athletics":

J. B. Edmonson (chairman)  
University of Michigan  
Ann Arbor, Michigan

Eugene Youngert  
Oak Park and River Forest High  
School  
Oak Park, Illinois

Lowell B. Fisher  
University of Illinois  
Urbana, Illinois

Glen O. Ream  
Senior High School  
Albuquerque, New Mexico

There is no reason to believe that this Committee will scamp its work. So important is this assignment that when word gets around that the Association is really attacking the problem of competitive athletics, eyes all over the country will doubtless look in this direction.

HARLAN C. KOCH

ROSENLOF LEAVES SECRETARYSHIP;  
SUCCEEDED BY BOARDMAN

IN 1937 George W. Rosenlof was elected general secretary of the North Central Association. He brought to this very important office a wide range of experience in secondary education imbedded in a dynamic devotion to the Association that has made his long term in office one of the most memorable in the history of the organization. Remarkable for his grasp of details and retentive memory, his fearless expression of opinion and sturdy adherence to principle, "George" lent coherence and direction to the work of the Association as, in the meantime, the other executive officers came and went under the limitations of tenure that the Constitution imposes. A year ago he announced his intention to leave the secretaryship with the statement that he felt that the Association had long had his services

and should have such benefits as might accrue under new talent. At the same time he praised highly the assistance given by Miss Ruth Benedict, his secretary, without whom he "could not have met the unremitting demands" of the office. So his resignation was accepted by the Executive Committee and Charles W. Boardman, professor of education at the University of Minnesota, was elected to succeed him.

In accepting Mr. Rosenlof's resignation, the Executive Committee included the following statement in its minutes:

"In acceding to the desire of George Walter Rosenlof to terminate his service as Secretary of the North Central Association of Colleges and Secondary Schools, the Executive Committee wishes to express to him its appreciation of the many contributions which he has made to the progress and welfare of the Association.

"Mr. Rosenlof's services have been so manifold that their scope and range may be only briefly suggested. His vigorous leadership in the Commission on Secondary Schools has been influential in furthering its growth. He played an important part in the movement to find better means for evaluating secondary schools which resulted in the Cooperative Study of Secondary School Standards. Selected in 1935 as Secretary of the Commission on Secondary Schools, the competency and efficiency he displayed in performing the duties of this office led to his being chosen as Secretary of the Association in 1939.

"The services which Mr. Rosenlof has performed as Secretary of the Association have contributed greatly to its advancement and prestige. His knowledge of the work of the Association and its component Commissions was especially valuable in developing the constitution under which the Associa-



tion now operates. His able and efficient conduct of his office has been of great assistance to the Executive Committee in administering the affairs of the Association. His ability to obtain facilities and to provide eminent speakers has been a potent influence in the growing success of the Annual Meeting. When the Association has been confronted by serious issues or problems, his knowledge, advice, and counsel have aided the Executive Committee in finding means to solve them. In these and in many other ways, Mr. Rosenlof has rendered distinguished service to the Executive Committee and to the Association.

In behalf of the North Central Association of Colleges and Secondary Schools as well as for itself, the Executive Committee extends to Mr. Rosenlof its grateful appreciation of his long and valuable service and its indebtedness to him for his exemplary performance of the functions of the Office of Secretary of the Association."

Since 1924 Secretary Boardman has been a member of the faculty of the University of Minnesota. Prior to that he was a teacher and principal in secondary schools in Iowa and Minnesota. In 1938-39 he was vice-president of the North Central Association, and since that time has held various offices including the chairmanship of the Commission on Secondary Schools. He knows thoroughly the work of the Association and brings to the secretaryship personal and professional qualities of the highest order.

Last spring at its annual meeting in Chicago, the Association elected Mr. Rosenlof president of the Association. As such he will preside at the meetings of the Executive Committee of which Mr. Boardman is now secretary. Thus will the Association enjoy the benefits of the combined services of these good men. Miss Benedict is serving as Mr.

Boardman's secretary in Minneapolis, where the office of the secretary of the Association is now established.

#### APPEALS PROCEDURE BEING STUDIED

THE EXECUTIVE COMMITTEE is charged with the responsibility of hearing appeals from the decisions of the Commission on Secondary Schools and the Commission on Colleges and Universities in their accrediting procedures. The Committee is specifically bound as follows (Constitution, Article IV, Section 3):

The Executive Committee shall have final authority to hear appeals from the decisions of the commissions, relative to the approval of universities, colleges and secondary schools and to determine the action to be taken upon such appeals.

The Executive Committee shall be under no obligation to a member university, college, or secondary school to consider any appeal from the decision or action taken by a commission unless such appeal is filed with the Executive Committee within thirty days following the Annual Meeting. Before taking final action on an appeal the Executive Committee shall request the officers of the commission concerned to make a recommendation and to submit therewith all facts pertinent to the case.

Its experience as an appellate body over many years has led the Executive Committee to re-examine this constitutional provision. On November 18, 1950, a lengthy proposal for the radical improvement of appeals procedure was discussed. In revised form it was adopted by the Executive Committee October 6. Hereafter, the following procedures will be followed:

- a. Appeals from the decisions of the Commissions shall be filed with the Secretary of the Association not sooner than 10 days and not more than 30 days following the Annual Meeting and shall represent official action of the governing bodies of the institutions concerned. The basis for such appeals shall be bias, injustice, or alleged departure from established procedures. Such allegations shall be supported by evidence in writing, submitted by the appealing institution.
- b. The Secretary of the Association shall trans-

mit such appeal to the Secretary of the Commission concerned who shall submit the appeal to the administrative committee of that Commission.

- c. The administrative committee of the appropriate Commission shall consider the allegations of bias, injustice or departure from established procedures and shall study the evidence submitted in writing by the appealing institution. It shall then submit to the Executive Committee its report and recommendations together with the allegations and the evidence received from the appealing institution. Thereupon, the Executive Committee, having considered the allegations, the supporting evidence, and the recommendations of the administrative committee, shall take final action upon the appeal.

#### COSTS ARE RISING IN THE NORTH CENTRAL ASSOCIATION, TOO

THE REGISTRATION FEE at the forthcoming Fifty-seventh Annual Meeting of the Association in Chicago, April 1-5, 1952, has been set at \$2.00 per person. This action was taken by the Executive Committee on June 30, 1951, to help meet ever-rising expenses of the Association. At that time the Committee was authorized that "the subscription fee for the QUARTERLY be fixed at \$4.00 a year with a special rate of \$3.00 to libraries. Since copies will be \$1.00 with the exception of the July issue which will be \$1.75 per copy."

The treasurer's report for the fiscal year which closed June 30 shows how the money of the Association is spent. It is published elsewhere in this number of the QUARTERLY.

#### CONTRIBUTORS TO THIS ISSUE

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of education at the University of Minnesota, Minneapolis, and secretary of the North Central Association; RUSSELL M. COOPER is assistant dean of the College of Arts and Sciences at the University of Minnesota and chairman of the Subcommittee on Liberal Arts Education of the Commission on Research and Service; L. B. FISHER is executive secretary of the Committee on Admissions from secondary schools at the University of Illinois, Urbana, chairman of the Illinois State Committee of the North Central Association, and chairman of the Contest Committee of the Commission on Secondary Schools; JOHN W. GARDNER is vice-president of the Carnegie Corporation of New York, New York City; HARLAN W. HAMILTON is dean of the School of Arts and Sciences, Cleveland College, Western Reserve University, Cleveland, Ohio; RUSSELL V. MORGAN is director of music education in the Cleveland (Ohio) public schools; CHARLES E. ODEGAARD is executive director of the American Council of Learned Societies, Washington, D. C.; PAUL R. PIERCE is assistant superintendent of Chicago (Illinois) schools; EDWARD G. OLSEN is associate professor of educational administration at the University of Texas, Austin; R. NELSON SNIDER is principal of South Side High School, Fort Wayne, Indiana, and treasurer of the North Central Association; HARLAND W. WHITE is assistant registrar, directing admissions at Purdue University, Lafayette, Indiana; and ALEX ZIMMERMAN is director of music education in the San Diego (California) schools.



# EDUCATION FOR THE IMPROVEMENT OF HUMAN RELATIONSHIPS AT THE INTERNATIONAL LEVEL<sup>1</sup>

JOHN W. GARDNER

*The Carnegie Corporation of New York, New York City*

I DON'T KNOW of anything that illustrates more vividly the confusion and bafflement of the ordinary citizen in a world which seems to be coming down around his ears than an incident which occurred in London during the war. This incident took place at the time of the bombings. After a particularly severe raid, a rescue squad was seeking survivors in a house which had been completely leveled. They saw in the midst of the wreckage an old man sitting in a bathtub, stark naked, holding his head in his hands and muttering. Pulling beams and girders aside, they finally got to him and one of the rescuers said, "Are you all right, fellow, are you all right?" and the old man muttered, "I can't understand it, I can't understand it." The rescuer said, "What can't you understand, fellow?" and the old man replied, "I just can't understand it! All I did was pull the plug and the whole house came down!"

I am going to talk about education which prepares the citizen to play an intelligent role with respect to international issues. I am *not* going to talk about education for specialists in international relations. I am not speaking primarily of those courses labelled "International Relations" which make their appearance at the college level. I am concerned with education from the primary school level through college; and what I am going to say should have implications for the whole range of the social studies and the humanities.

Our task is to educate the student to meet his eventual responsibilities as a citizen with respect to international affairs. What have we learned from recent research in the social sciences and

from recent world events, from recent developments in education, which will enable us to do this job more effectively?

To begin at the beginning, we have learned from recent work in the social sciences to think more clearly about the actual role of the citizen with respect to international affairs. We cannot educate the future citizen effectively unless we have some conception of the role for which we are educating him; and to date our thinking in this respect has been slovenly in the extreme.

A great many earnest educators have made the assumption that, if democracy means anything at all, then a citizen of a democratic nation must be sufficiently well-informed to arrive at wise decisions with respect to any and all of the critical issues which crowd our international agenda. Now obviously this just doesn't make sense. It is beyond the capacity of any busy citizen to keep himself well-informed on any substantial portion of the crucial issues in world affairs. This is a simple enough fact, but the specialists on international affairs have failed to understand it or to act upon it.

I was talking a few days ago with an extremely able American just back from Indonesia and he was in a high state of indignation because the American people appeared to him to be relatively ignorant of the political and economic situation in that country. Another friend of mine is active in the movement toward European Union, and he is equally indignant because most of the people he meets are ill-informed on this vital subject. Still another friend who works with the United Nations is always grieving because the average citizen couldn't possibly sum-

<sup>1</sup> Delivered before the Association at Chicago, March 31, 1951.



marize the charter of the United Nations.

Now I sympathize with all of these earnest men, who believe profoundly in the importance of what they are doing and who believe without the least arrogance that the average citizen should be fully informed about it. But I rebel at the implications of their belief. Some years ago Whitehead pointed out that the whole problem of education is controlled by lack of time. He pointed out that, if Methuselah was not a well educated man, it was his own fault, but that for the rest of us time is a controlling factor. How do we find time in the educational system for all this? How does the busy citizen find time for it? And lest you misunderstand my reference to the busy citizen, let me say that I am not speaking of some mythical man in the street; I'm speaking of my neighbors, I'm speaking of my professional colleagues, I'm speaking of the people attending this conference. And I'm speaking of myself. I count myself as conscientious as the next man in these matters, and I read widely on international affairs; but there are a vast number of critical issues facing the United States today on which I couldn't possibly arrive at a wise decision.

The first simple reality to get firmly in mind if you are interested in education for international understanding is that the demands upon the citizen to be well-informed have far outrun his capacity to absorb or assimilate information.

Now these matters need no longer remain in the realm of guess work, thanks to the excellent research which is now being done in the study of public opinion. It is clear from recent studies of the relation of public opinion to policy formation that we must arrive at a different and more realistic conception of the citizen's role with

respect to foreign policy. No one has clarified this point more effectively than Gabriel Almond in his important recent book entitled *The American People and Foreign Policy*. "There are inherent limitations in modern society," he points out, "on the capacity of the public to understand the issues and grasp the significance of the most important problems of public policy. This is particularly the case with foreign policy where the issues are especially complex and remote."

This is not to say that the general public is either totally ignorant or totally impotent in matters of foreign policy. The layman has a certain broad orientation toward foreign policy; he has certain generalized attitudes, values, and expectations. He must inevitably impose upon his chosen leaders the responsibility for the appraisal of specific issues and the formulation of specific policy decisions; but then, in a rough and cumulative fashion, he weighs these appraisals and decisions in the light of his generalized values and expectations. Thus loosely, unprecisely, and in long-run terms, he has a *kind* of control over foreign policy, not a firm and tight control, but a control that statesmen have found it perilous to ignore.

All of this has certain obvious implications for our present problem of how best to prepare the student for his future responsibilities as a citizen. It suggests that we would do well to avoid heavy concentration on specific international issues or specific facts and figures for their own sake. It suggests, as Gabriel Almond points out, that we must relinquish the unrealistic effort to make an expert of every layman. If the layman influences foreign policy chiefly by setting rough limits to the actions of his chosen leaders, limits established in terms of his broad and generalized attitudes and values, then

we would do well to approach the matter at this fundamental level and ask ourselves how we may best deal with these attitudes and values. How may we develop in the student a broad orientation toward foreign affairs which will serve him well; how may we develop attitudes, values, expectations, which will provide a sound and solid base-line against which to measure the decisions of his chosen representatives. It is in terms of these fundamentals that we must shape our efforts.

Now I'm going to suggest that there's another reason for emphasis on the broadest and simplest of fundamental orientations. The honest, naked fact is that we still understand very inadequately the great social forces which have the world in grip. You will find many who analyze these forces with the utmost glibness; but the truth for all to see is that we are still learning, slowly and oh so painfully, what kind of a world it is that we're living in, and what kind of a rôle the United States must play in that world. Columnists and commentators and other paid pundits must appear omniscient, but you and I can enjoy the luxury of confessing *our* ignorance—and *theirs*. We talk optimistically of President Truman's Point Four Program—the purpose of which is to bring technological assistance to nonindustrialized peoples, but we honestly don't know how to accomplish the fearfully complex business of bringing the wonders of industrial civilization to peoples living in pre-industrial cultures. We talk earnestly of exporting democracy, but we are frankly and abysmally ignorant of the exportability of this doctrine. We now know beyond all possible doubt that this is immensely more complicated than we had once thought, but we don't know much more than that. The demographers have shown us unequivocally that much of the world faces

grievous problems of overpopulation, and we shudder and try not to think about it because we don't know just what to do about it—and neither do the demographers. One could list many, many other areas of ignorance.

I do not say these things as an indictment of the experts on international affairs. They would be the first to agree that their field of study is in a period of ferment and change and that they must frankly grope for new answers.

What I do wish to say is that we are in as much danger of teaching our youngsters meaningless and outdated clichés as we are of leaving them totally ignorant. They will not remain totally ignorant in any case. The great, glaring realities of modern world affairs and the role of the United States therein are too pressing to escape the notice of any citizen. But he may be assiduously taught by earnest teachers to apply to these realities a set of outworn labels and categories which will do far more to confuse than to enlighten him.

Now I confess that all that I've said so far is somewhat on the negative side. I've been trying to emphasize some of the things we cannot effectively teach. What can we say in *positive* terms? Suppose that we have satisfied ourselves that in educating the student for international understanding we must provide him with certain very broad orientations and understandings which will provide a sound and solid base for the rôle which he must play. How and where shall we begin?

I am going to say that we *must* begin by providing the student with a knowledge of his own country and his own heritage. In international relations as in personal relations, self-knowledge is the beginning of wisdom. This is one of those ancient and perpetually rediscovered truths. One cannot arrive at sound and dependable judgments of others until he has some understand-



ing of himself. To understand other nations and our relation to them, we must know ourselves—who we are, what we are, and how we got that way.

Obviously, this is a task which must be shared, and participated in vigorously, by a wide range of subject matter fields, from the primary school through college. Geography, history, literature, economics, sociology, political science, all can contribute importantly to our self-knowledge. But, if we are to achieve the desired results, all of these fields will have to approach the problem with a clear and conscious understanding of the objective here sought. The objective is to provide every student with an understanding of his own society and an understanding of why it is distinctively the kind of society that it is. This involves acquainting him with the Western tradition upon which our civilization is based. It involves acquainting him with the economic, political, and sociological factors which shaped the pattern of our national life. It involves helping him to understand why it is that Americans make the characteristic assumptions they do make about man and life and society; why they view the rest of the world in certain ways; why they organize their social, political, and economic life in certain ways. It involves acquainting him with the values which Americans have cherished, and with the ways in which they have sought to realize those values.

One might argue that we hardly need emphasize the importance of such education since many of the courses now taught do already systematically acquaint the student with his own society. It is true that a very large proportion of what we teach the student is in fact information about his own society. But we have a lot to learn about how to teach these subjects in such a way as to give the student an under-

standing of his own society as contrasted with other societies and why it is distinctively what it is. Sheer quantity of information isn't enough. We could devote the whole curriculum to courses which stuff the student with facts about the United States and its history, and still fall miserably short of our objective. The point is not to turn out students who are walking encyclopedias on the United States. The objective is *not* information but understanding—an understanding of our society and its roots, of our special ways of looking at the world, of our distinctive American character.

Now to some of you this may seem a somewhat self-centered and perhaps even chauvinistic approach to the subject of international affairs. Needless to say, I do not think of it in those terms. I am a psychologist by profession, and current research in social psychology has demonstrated clearly enough that some of the gravest difficulties in an individual's relations with others stem from inadequate self-knowledge. I am sure that this is just as true of nations. Until we understand ourselves with a moderate degree of objectivity, we wear a set of distortion lenses in viewing the rest of the world. Until we understand ourselves, we can never appraise with any degree of realism the potentialities of the United States in world affairs. And unless we understand ourselves, we shall make the most naive assumptions about other people, and about the capacity of other people to know *us* and to admire us and to be like us.

Self-knowledge, then, is the first requirement which I would stress in laying a broad foundation for citizen understanding of international affairs. The *second* requirement, I should say, is recognition of, and respect for, the fact of *cultural differences*. In all societies and throughout recorded history, man-



kind has faced the same basic problems: the immutable necessities of survival, the requirement for an orderly pattern for social living, the need for a belief system, no matter how primitive, which makes some sense of the immemorial woes and anxieties as well as the ever-springing aspirations of man. The work of the modern cultural anthropologists has demonstrated more clearly than ever before the rich variety of ways in which mankind has met these basic problems. And the anthropologists have shown us in detail how each of these varied solutions can be understood in its own terms.

The fact of cultural differences is, of course, *not* a discovery of modern social science; it has certainly been a familiar fact throughout the history of mankind. But the cultural anthropologist has released us from the sterile and constricting view of cultural differences which treats all cultural ways but one's own as bizarre, enigmatic, and either quaintly amusing or faintly repulsive. We need no longer view the strange ways of cultures other than our own with a disturbing mixture of condescension, curiosity, sentimentality, and ill-concealed distaste.

Now, when we must spare no effort to provide wise leadership to what remains of the free world, it is more than ever necessary that we understand in their own terms the needs and hopes, the fears and anxieties of peoples very different from ourselves. As Clyde Kluckhohn has pointed out in his recent book, *Mirror for Man*, "As a result of the accidents of history, every people has a more or less coherent body of characteristic presuppositions about the world . . . [more] than the external facts about a nation must be taken into account. Their sentiments and the unconscious assumptions which they characteristically make about the world are also data which must be dis-

covered and respected." The anthropologists have shown us how we can understand the unfamiliar ways of other peoples in terms of their own cultural presuppositions. This does not mean that, having understood another culture, we shall inevitably admire it. We may disapprove of it. But we shall do so on the basis of understanding and not in terms of a blind and corroding hostility to all ways that differ from our own.

Now I am *not* going to suggest that we provide the student with a comprehensive anthropological introduction to all the peoples of the world. I am suggesting that we provide him with a way of looking at cultural differences, a way of understanding and respecting cultural patterns which differ from his own.

This will take some doing, particularly below the college level, partly because we still lack appropriate teaching materials and partly because we lack teachers who have had training for this particular task. As I have suggested, I am convinced that we must look to a broader application of the concepts of modern anthropology and sociology, and these have not yet been widely grasped by those members of the teaching profession who might apply them in teaching. But this is a process which can be accelerated. I am quite sure in my own mind that the fundamental concepts of modern anthropology and sociology are destined to have a much more prominent role in secondary school teaching. I am further convinced that the day is not far when *all* students at the college level will be required to take an elementary course of some kind based upon modern sociology, anthropology, and social psychology.

I have another suggestion for education at the college level which I advance more tentatively but for which I

do ask your consideration. I believe that insofar as it is possible, every college student should be given the opportunity to become rather closely familiar with some culture other than his own. I would urge this especially for those who plan to teach, particularly in the humanities and social studies. There are in the colleges and universities today a great many so-called area study programs, and we should consider seriously the value of these programs not just as training grounds for the expert but as contributors to liberal education. This is particularly feasible in the case of Spanish-speaking cultures since the language is taught in most high schools and colleges, and there are many Spanish-speaking countries within easy reach for summer travel. It would be almost as easy in the case of French-speaking cultures.

I have already said that we cannot understand other countries until we understand our own. I should now like to turn that around and suggest that an understanding of another culture will contribute profoundly to an understanding of our own society. Self-knowledge and knowledge of others are mutually nourishing.

Now, the third requirement I would list for improvement of our education for international understanding is greater emphasis upon the non-Western World. Here, of course, we are greatly handicapped by lack of teaching materials and lack of adequately trained teachers. We are faced with the task of rewriting our textbooks, of developing new teaching materials, and of revising our courses to take into account a part of the world which we have too long neglected. We can neglect it no longer, as every morning paper bears witness. The day is past when scholars can write books which they label World Histories which leave out any reference to the countries

of Asia, or who write histories of philosophy which make no reference to oriental philosophy. Our world is no longer an uncomplicated North Atlantic millpond. We had better be fully aware of the great teeming continent of Asia, or we shall be educated willy-nilly at great cost to ourselves.

You will recognize from what I said at the beginning of this talk that I am not suggesting that we familiarize the student with all of the details of Asiatic life nor attempt to make him an expert on Asia. But we must make him aware of Asia.

The final requirement which I wish to mention here as a foundation stone of improved education for international understanding is the theme of United States responsibility. I think that we have come a long way in this matter. I am convinced that the overwhelming majority of Americans have gotten beyond the conception of our rôle in the world which corresponds to the school boy's definition of a marsupial. "A marsupial," according to this youngster, "is an animal with a pouch in the middle of his stomach into which he can retire when he is hard pressed!"

We must continue to debate vigorously the issues of how and when and where we should make our influence felt, and there can be a wide range of honest differences of opinion on these questions. When such differences of opinion do occur, I do not think we clarify matters by tossing around such epithets as isolationist or interventionist. I think that there is now a fairly widespread agreement as to our present responsibility for wise participation in world affairs. It is important that we provide students with an understanding of why this must be so and what it implies. Such an understanding, I believe, would include education as to our unquestionable



strength and influence throughout the world, and demonstration of the inescapable responsibilities that go with power.

So much for the requirements which seem to me fundamental. Perhaps it will seem strange to you that I have limited myself to such very simple matters. I have not talked about the many perplexing issues which are at the heart of our international decisions today. I have not touched upon some of the most promising new developments in international studies. But I have restrained myself in these matters by design. If we really and earnestly want to educate each future citizen for his international responsibilities then we must talk in these simple terms. I might have held your attention better if I had talked of some of the exciting new research on such thorny problems as conservation, population pressures, the ideological war, and so forth. But we have a much more fundamental job to do, a job of enormous dimensions, and our time and our energies are necessarily limited. Unless we get down to fundamentals we shall never come to grips with the problem. We cannot give every student a grasp of the complex issues of the day, no

matter how exciting and urgent they seem to us; we *can* give every student a broad orientation toward international affairs which will stand him in solid good stead in a troubled world.

We cannot accomplish this through the insertion into the curriculum of a few new courses. We can only move forward by setting certain very broad objectives and then by persuading all of the fields in the social studies and the humanities that they must participate in bringing us closer to these objectives. I have sought in this talk to suggest some of these broad objectives.

Whenever I participate in a conference on a subject which calls urgently for action I recall the words: "At the day of Doom, men shall be judged according to their fruits. It will not be said then, Did you believe?, but, Were you doers or talkers only?" If we intend to be talkers only then we can range freely over every exciting issue of the day and leave our students with a jumble of rag-tag impressions of this problem and that. If we take the more sober alternative, we shall settle down to the long and difficult task of working collaboratively toward certain very broad, comprehensive objectives.

## EDUCATION AND THE BASIC HUMAN ISSUE<sup>1</sup>

HARLAN W. HAMILTON

*Western Reserve University, Cleveland, Ohio*

I CONSIDER it a great honor to be invited by the North Central Association to participate in this discussion of the rôle of education in improving human relationships. Surely no other group has been more active in the study of this subject or more effective in promoting democratic harmony in America than have the educators. That much remains to be done goes without saying, but neither the urgency of the need nor the bitterness of some of our critics should blind us to the great advances which we have made in recent years, nor to the vitality of the leadership which American education has provided. I am not, therefore, so naïve as to suppose that I am expected to make an evangelistic address on this occasion. Nor do I regard myself as an expert with special wisdom to impart to the unenlightened. I speak merely as one college dean who, like every member of this audience, has lived day by day with the problem of human relations, groping for some means of bringing education more directly to bear upon this most important of social questions.

I make this disclaimer at the outset because I feel that educators in general are becoming impatient with much of the talk which they hear about the subject. Too often such talk has seemed less an instrument for democratic decision than a substitute for action, an excuse for inaction. It has enabled us to silence our social conscience without involving us too immediately in social realities. Nearly every mail brings an invitation to participate in a community institute, a group

work conference, a workshop in human relations, a round-table discussion, a panel, a "buzz" session, a joint committee meeting, or a seminar in inter-group harmony. We attend these gatherings and listen to speakers who seek to stimulate us, to challenge us, to alert us, to give us a sense of awareness or a sense of involvement, to inspire us, and to ask us for contributions. I do not wish to sound unappreciative; I have sometimes arranged these meetings myself; I have frequently attended them; often I have learned a great deal from them. But I hope I may be pardoned for wondering occasionally where all this talk leads and whether it may not in some measure be clouding the very issues it seeks to resolve. Certainly men and women must be made aware of the acute need for a more harmonious, more democratic social order. But having been made aware of this need, and having informed themselves concerning its implications, they must not assume that they will fulfill their responsibilities merely by engaging in further discussion.

The question, then, which I wish to raise this afternoon, and to which I shall propose at least a tentative and partial answer, concerns the practical bearing of these much-discussed theories upon educational policy. What are we as American educators to do about the improvement of human relations in our country?

Let me say first of all that we must take a broad view of this problem. As I see it, our concern is not merely with those aspects of group behavior which involve social injustice. It is of course true that when tensions develop and

<sup>1</sup> Delivered before the Association at Chicago, March 30, 1951.



basic fears and insecurities are aroused, human relations may deteriorate and produce bitterness, discrimination, or even violence. Such instances inevitably stir the emotions and distract attention from the vast bulk of orderly, democratic, and unsensational group situations in which reason and fair play prevail. I do not say this to minimize our failures in human relations but rather to remind us all of the heartening fact that men and women do indeed know how to work together and that they often succeed in joining forces for their common welfare.

As educators we are concerned with all kinds of human relationships, including those in the family, in the child's play group, in school, in business, in civic affairs, national life, and international relations. This, to be sure, is a broadly inclusive definition of the problem, but in each of these various respects education has played a part; in each it has had both its successes and its failures.

To speak of human relations, then, is not at all to raise a topic new to education. Rather it is to suggest a problem which cuts across most if not all the studies ever pursued in school or college, a problem fundamental to every human life. And when we ask ourselves what education can do toward the improvement of human relations, we are directing our attention to the social aspect of all educational activity.

## I

Inevitably we think first of the immediate, short range implication of our problem: What can we do in our own institutions to promote more harmonious, more democratic relationships?

It is not always easy to maintain an atmosphere of mutual respect and mutual forbearance in an educational

institution, yet there, if anywhere, our real faith—or lack of faith—in democracy reveals itself. In schoolroom and college hall, on playground and campus, among students, faculty, and staff, we must constantly seek to maintain soundly democratic relationships. Whatever the difficulties may be, the attempt is vital to our whole educational purpose. No amount of idealistic classroom precept can have as much immediate influence on the lives around us as does the example we set in the total life of our institution. For no matter how effusively we praise democracy in our statements to the press or in our commencement addresses, our day by day practice is what really matters.

Admittedly society often makes undemocratic demands upon education, and administrators are sometimes hard pressed to maintain peace between school and community. Public opinion often seems to expect deans and principals to keep such firm control over their respective institutions that students, faculty, administration, and staff shall dwell together in unruffled serenity. Sweetness and light shall prevail at all times; everyone shall be well-behaved and submissive, and no one shall raise any embarrassing questions. This would not be democracy; it would be educational stagnation. In that society of men and women, boys and girls, which makes up an educational institution, individuals must have at least as much freedom as they would enjoy elsewhere in the community. People—even teachers! even students!—must be free to disagree with each other, with their employers, and with administration officers; they must be free to voice their opinions and to vote according to their convictions. Only an apathetic or intimidated faculty and student body would live placidly together in “unruffled

serenity." When human beings feel free and self-confident in their relations with each other, the daily give and take of conflicting ideas may well seem somewhat turbulent. Questions—some of them embarrassing—will be asked, men will disagree, opinions will be expressed, compromises will be reached, and policy will finally be decided by vote. In this kind of non-stagnant, democratic atmosphere education will breathe freely and human relations will flourish. It is the duty of educational administrators to provide the necessary ventilation and then to ask, "Are there any questions?"

All kinds of queries will be forthcoming: Shall education be adapted to the needs of individual students, or shall it rigidly adhere to the classical disciplines? Shall janitors join the union? Shall women teachers be free to smoke if they wish? Then there are the questions involving race, religion, and nationality: Shall members of minority groups be admitted to our schools and colleges? (A century ago the troublesome question was merely, "Shall women be admitted to our colleges?") If admitted, shall they be allowed to join clubs and fraternities? Do you mean to say that they attend social functions with all the other students? Shall they be admitted to the dining rooms and dormitories? Are you going to employ them as members of your faculty?

These questions, and questions like them, will seem troublesome and embarrassing to some people in our communities, but every educator knows that they cannot be evaded indefinitely. They raise fundamental democratic issues, and unless they are brought into the open for free discussion they may become sources of resentment and suspicion destructive to educational morale. These, then, are issues

which put our philosophy of human relations to the test.

I am well aware that some very conscientious people will insist that these questions permit of only one answer, that they are moral issues which must be resolved immediately and without compromise, and that unenlightened objectors must simply be brushed aside. I am disposed to think otherwise. To resolve such issues by administrative fiat is to circumvent the first principles of democratic society. Idealists may become impatient, but decisions involving various elements in any community must be arrived at through the participation of all those elements. Admittedly, such democratic procedures often seem painfully slow, but good leadership can speed the process. Education must provide that leadership.

Democratic practices in the schools and colleges, and good democratic relationships between education and the community will go a long way toward giving the American people more faith in their fellow human beings and greater skill in working with them for common ends. By all means let us hasten the day when education in this country will be more perfectly democratic in all its human relationships, but let us not make the mistake of thinking that that day can be hastened by undemocratic expedients.

I do not for a moment mean to suggest that good democratic practices are uniquely the responsibility of education—as though democracy were merely an academic and utopian form of society. Such practices should characterize all organized human activity, whether business, governmental, religious, or cultural. But education must accept the fact that society justly expects it to set a good example.



If educators cannot themselves put democratic theories into practice, who then will make the attempt?

## II

But this is only the first step. The distinctive and characteristic contribution which education has made to the improvement of human relations has been through the social sciences. When one thinks of the great discoveries of the anthropologist, the sociologist, and the psychologist in recent years, one realizes that our basic knowledge of human society is much more extensive and more applicable than it was fifty or even twenty-five years ago. In general it may be said that the objective study of human behavior has led us to attribute more and still more of it to environmental causes—often more or less hidden but always powerful in determining the way human beings conduct their lives. Back of the overt anti-social act we have learned to look for the culture patterns, the economic fears, and the hidden anxieties. Such thinking has led us from the consideration of juvenile delinquency to the study of urban housing conditions and thence to the practical problems of slum clearance. Similarly our study of race prejudice has revealed it as a symptom often of economic or psychological insecurity and has in turn directed our attention to such problems as unemployment and poverty.

This kind of social research has been of the utmost value, and we need much more of it. But while the search goes on for these primary sources of friction and for ways of eliminating them, we have an immediate problem to deal with. Group tensions may indeed be only surface problems, but they are very real obstacles to good human relations. And in recent years social

scientists have been actively developing new techniques for dealing with these tensions. New discussion methods, group dynamics, sociometrics, socio-drama, role-playing, nondirective or client-centered therapy, all give evidence of the continuing search for techniques to facilitate good human relationships.

But merely to list these specialized methods suggests a danger to which education seems peculiarly susceptible, the danger of specialism, of making human relations the exclusive property of an academic cult, a professional inner-circle. However admirable the motives of such specialization, I cannot with enthusiasm look forward to the establishment of an American Association for the Scientific Study of Human Relations, with its own jargon, its own learned articles published in its own *Journal*, and its membership engaging in spirited academic discussions at annual meetings. I have a deep conviction that research in the materials and methods of human relations must remain the responsibility, not of a particular educational faction, but of all serious students of society, whatever their specialized interests. For what we have here is an interest and an emphasis touching all provinces of knowledge. It is not a new social science but rather, perhaps, the oldest of the social arts.

## III

Although the social sciences have aided greatly in the improvement of human relations, we cannot expect those studies to do the work alone. The American democratic spirit is more than a political doctrine, more than an economic theory or a social experiment. It is a philosophical ideal which is deeply imbedded in our national culture. It is nothing less than a funda-

mental faith in the inviolability of the human spirit, a respect for the dignity and worth of individual men and women. This faith is central to our Jewish and Christian religious tradition, and it is implicit in the social and political history of our country. But it is not, unfortunately, an idea which Americans understand very well. We have given it lip service, but we have never really analyzed it; throughout our history we have tended simply to take it for granted. Like the authors of the Declaration of Independence, we have been content to hold this truth self-evident.

To our consternation we now find that a large segment of the world denies our axiom altogether. The Communists have persuaded many people that individual man is a negligible pawn, his life ruthlessly controlled by economic forces. They have argued that ultimate loyalties must be directed toward the collectivist, autocratic state rather than toward individual human beings. They have imposed their veto on our contention that the private, unique spirit of man is the thing of greatest worth, that the state is responsible to and for man, not man to and for the state. Thus is the world divided upon the basic human issue.

It is just here that I see the most far-reaching contribution which education can make to the strengthening of our democratic social order. It must assume the major responsibility for giving Americans a better understanding of their own democracy, not by arbitrary indoctrination, not by chauvinistic slogans, but by being more truly democratic itself, by promoting the study of our social structure, and, most fundamental of all, by presenting a historical and philosophical analysis of the growth of our national culture and by helping us all to realize more

vividly the idealism behind the American dream.

It is no longer safe for us to take our liberties for granted or to assume with our ancestors of 1776 that human freedom is axiomatic. The Communists have attacked us on philosophical grounds and have offered their own concept of social organization as an ideal to which men are urged to dedicate their lives. Many men have embraced the Communist view with a kind of religious zeal. It will not suffice for us to reply complacently that our philosophy of human rights is "self-evident," that it needs no defense. We must state our case to the world, and we must base our arguments on philosophical and idealistic grounds. We cannot do so unless the American people themselves understand the logic of their position and the nobility of their ideal.

In the past we have shown a regrettable tendency to urge our case, not on philosophical or idealistic grounds, but with the materialistic challenge, "Compare our high standard of living with your own!" Now electric refrigerators and automobiles and pop-up toasters are all useful by-products of American life; no one of us wants to be without these conveniences. They are not ideals to die for, however. Our own ancestors lived without them only a few years ago. Millions of people in the world live without them today and are quite unmoved by any desire for them, having a prior concern for food and clothing and shelter.

Americans should take to heart the words of Barbara Ward, the British economist. "An ideal," says she, "has never yet in human history been defeated by no ideal at all." American response to Communist and other authoritarian arguments has often seemed to suggest that we are bank-



rupt of ideals. Quite the contrary is true. We have inherited one of the great ideals of the world, the concept of human worth which dignifies every man, woman, and child with a soul he can call his own. We know very well that we still fall lamentably short of realizing our dream, but we continue to believe that each one of us, whatever his shortcomings and frailties, matters somehow in the American scheme of things.

This is our primary assumption concerning all human relationships, and whether we know it or not it is the assumption which distinguishes our social ideal from that of the Communists. It is our best answer to the issue which divides mankind, and it is an answer with powerful persuasive force. It is a concept somewhat removed from the province of the social sciences, for it involves a value-judgment beyond the reach of scientific measurement. It derives, rather, from a vision of humanity which Jefferson, Lincoln, Emerson, Walt Whitman, and Mark Twain all share with Shakespeare and with the Founder of Christianity, but to which Karl Marx and the Communists take exception.

If Americans are to be made more clearly aware of their own philosophical position, the whole basis of our study of human relationships must be broadened. We must by no means ignore the social sciences, but we cannot rest our case merely upon economics and social-

psychology. There is work here for the historian, the philosopher, the poet, the novelist, the musician, the artist. I am not suggesting the need for new courses of study; the humanities already have their materials well organized. But I ask that they recognize their own deeper relevance to these clouded times in which we must live together. In a word, the humanities must assume their full responsibility in the education of Americans. We must look to them, not for cold bodies of knowledge, but for the living record of man's long struggle to achieve his full stature as man—to attain that dignity and respect which he is now offered by the American democratic ideal.

As education comes to grips with the basic human issue, it can only give the democratic answer: People, as such, do matter. Human relations in our society must begin with that primary faith in individual men and women. Education must apply this democratic faith to its own organization and program; it must employ all the resources of social research in studying the operation of this faith; it must teach the full meaning of this faith to the American people. This is a heavy responsibility, but it is consistent with the great hopes which democratic nations have always reposed in their schools and colleges. It is a responsibility, I believe, which education is ready to assume.

## THE COMMUNITY SCHOOL BUILDS HUMAN RELATIONS<sup>1</sup>

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THE VERY THEME of this 1951 Meeting, "Education for the Improvement of Human Relationships," is a challenge, showing as it does how deep is your concern to do something constructive about our old world's Public Problem Number One: *human relationships*, the relationships of person with person, of group with group, of race with race, of nation with nation. Certainly the need to improve human relationships is glaringly apparent every time we open a newspaper in any community—even here in Chicago! That need, and how to go about meeting it, has become in our time the imperative fourth R in the school program. Along with reading, writing, and arithmetic we are now stressing human relationships as never before. And that is exactly as it should be, as it must be, if we school people are to share in the advancement of our democratic society.

In his *Masque of the Red Death*, Edgar Allen Poe tells how the medieval Prince Prospero sealed the walls of his castle so that he and his nobles might dine and dance while the horrible plague of the "red death" ravished the countryside around them. Poe shows how those sealed walls provided no protection; they proved instead a hollow mockery; the fearful Red Death still thrust itself into the very ball-rooms of the citadel. In that same way do the realities of life today insistently thrust through the academic insulation of our school and college walls. The social plagues of prejudice, cynicism, fear, and hatred are everywhere about us; they ravage human relationships in our own communities as well as in the larger region, nation, and world. We all know this is true. We all agree that

ideals must be expressed in action. Most of us feel that our secondary schools and colleges must attack these problems in fundamental fashion. Yet each of us, I am sure, often feels baffled, even frustrated, in the face of this gigantic task.

Sometimes I wonder, as you must do, whether we adults of today have the quality of imagination sufficient to brief our young people for the kind of world in which they have to carve out their destiny. We are the last earth-bound generation; they are the first air-borne generation. They so desperately need wise guidance—and we are so devoted to our traditional modes of thought, to our petty academic prejudices, to our compartmentalized vision of their needs! Who are we to guide these young people into this second half of the twentieth century, into this Atomic Age that must yet prove so wondrous or so tragic? Yet guide them we must, in the best light we can find, for that is our responsibility. It is also our opportunity. We are their teachers, and their schooling is in our hands. What resources, then, have we for developing modern youth education that is at once realistic for this age, democratic in procedure, and effective in results? What can we now do through education to improve human relationships in our own schools and communities? For human relationships, like religion, begin right at home, in our own backyard, not in some distant time or place. It is in the local community, then, that our campaign for bettered human relationships must begin. And in that local community where does responsibility center? Of course in the schools! society's chief formal agency for child, youth and adult education.

<sup>1</sup> Delivered before the Association at Chicago, March 30, 1951.



Now comes the big question: Do we school people really accept that responsibility, and do we adequately act upon it? Have we actually brought that fourth R into the heart of our school and college programs, so that it permeates, invigorates, and liberates the education of youth today? Or is the Educational Policies Commission correct when it paints quite an opposite picture of the typical college preparatory and liberal arts curriculum:

Setting: A democracy struggling against strangulation in an era marked by confused loyalties in the political realm, by unrest and deprivation, by much unnecessary ill health, by high-pressure propaganda, by war, by many broken and ill-adjusted homes, by foolish spending, by high crime rates, by bad housing, and by a myriad of other urgent, real human problems. And what are the children in this school, in this age, in this culture, learning? They are learning that the square of the sum of two numbers equals the sum of their squares plus twice their product; that Millard Fillmore was the thirteenth President of the United States and held office from January 10, 1850 to March 4, 1853; that the capital of Honduras is Tegucigalpa; that there were two Peloponnesian wars and three Punic wars; that Latin verbs meaning to command, obey, please, displease, resist and the like take the dative; and that a gerund is a neuter verbal noun used in the oblique cases of the singular and governing the same case as its verb.

A damning indictment, is it not? To be sure, it was drawn over a dozen years ago. Is that picture now, in 1951, only a travesty of an improved situation, a bitter caricature of the real scene today? Or is it still a good, spotlighted summary of the traditional, academic curriculum characteristic of so many school and college programs?

Surely our high schools and colleges must help people to face life's many personal and social problems frankly, and to know and use all available resources for solving or enduring them. Certainly we must educate folks to live their lives fully, effectively, creatively, and as joyously as may be possible. Any school which stands

aloof from the real problems of living today and tomorrow defeats its own primary function in a free society. It gives only a hothouse learning, sending out from its portals young men and women fundamentally unready to grapple with the insistent issues of this second half of the twentieth century. That is precisely why any practical approach to improved human relationships through education must be a fundamental one, must involve speedy development of the *community-type* school and college which stand in sharp contrast to the conventional institutions we all know so well.

Just what is meant, you may ask, by a "community-type" school or college? Is this some new legal entity, established as such by law or by administrative fiat? Not at all. Is it, then, a novel type of building, expressly designed for adult use as well as child education? Not necessarily. Well then, is this merely the latest name for any school in a rural region, or in a small community? Certainly not, even though the National Education Association's Department of Rural Education has again announced its "Drive-In Conferences for Community School Administrators," by which it apparently means only that. Neither is a community school just any school in a larger city which serves exclusively its own neighborhood as Atlanta, Georgia seems to have assumed when it announced that on September 1, 1947, it would "convert" its elementary and high schools into community schools. All such seizures of the term "community school" distort and confuse the real meaning of our generation's most significant development in school education: the concept and practice of the life-centered Community School.

What, then, is this community

school, and how does it go about improving human relationships? Seven distinct characteristics of such a school are now evident. Unless a given school has most of these characteristics in high degree and all of them in some, it has no right to be termed a "community school." Such, at least, is the judgment of the *Encyclopedia of Educational Research* and of the National Conference of Professors of Educational Administration, to mention only two sources which cannot lightly be disregarded.<sup>1</sup>

But let's dally with definitions no longer. Let's examine at once those seven characteristics of the community school. Each of these characteristics is actually a professional "venture-area" into which we must now move with increasing speed, enthusiasm, and skill. In that very process of venturing we shall find that we are also developing the community-type school itself.

#### 1. THE COMMUNITY SCHOOL IMPROVES THE QUALITY OF LIVING HERE AND NOW

If education is to serve our dynamic civilization it must itself become dynamic; it must organize anew around moral-civic-social purpose as its central goal. Our schools must find their fundamental purpose in the enduring life-needs of the whole person within the whole community, a community whose daily interrelationships extend throughout the region, nation, world. This means that the basic function of the modern school is to improve the quality of human living—child living, youth living, adult living—in the area served by the school. Because the school exists in the community the people there should be better people, physically and emotionally healthier,

more tolerant of folks different from themselves, more competent workers, parents, citizens. Intergroup relationships should also be improved as a direct result of the school's efforts—better labor relations, lessened racial and religious tensions.

The community school does not calmly assume, as does the traditional school of the past, that transmission of the Western world's cultural heritage, plus some civic and vocational training, is its chief concern. Neither does the community school make personality development through free expression of individual interests its major goal, as did many of the "child-centered" or "progressive" schools of the 1920's and 1930's. The real values of both organized knowledge and individual development are fully recognized by the community school, but primary emphasis always falls upon human-needs-to-be-met as the major purpose. Low standards of cultural and material living, mounting divorce and crime rates, the increasing extent of mental illness, crippling capital-labor struggles, dangerous inter-racial and inter-faith tensions, growing international fears and conflicts—all such demand that the modern school's basic and direct concern be that of educating better persons for better living in a better world. As this becomes our fundamental purpose we shall find appropriate channels of social action. That very process will do much more than we have dreamed to improve human relationships in the local community.

#### 2. THE COMMUNITY SCHOOL USES THE COMMUNITY ITSELF AS A LABORATORY FOR LEARNING

Schooling cannot be realistic if it is confined to the four walls of the classroom, library, shop, or laboratory. If young people are to develop the understandings, concerns, and skills essential

<sup>1</sup> See Walter S. Monroe, *Encyclopedia of Educational Research*, p. 1075; also reports of the National Conference of Professors of Educational Administration, Madison, Wisconsin, 1948.



to the real improvement of human relationships, they must have every opportunity to learn about these relationships through extensive, first-hand, problem-solving experience. Books and visual materials are highly important, but alone they are simply not sufficient. That is why the community school builds experience bridges between school and community, two-way bridges on which students and adults alike study and serve the community by bringing the community into the school and by taking the school into the community. Through well-planned field trips, interviews, surveys, community service projects, work experiences, school camping, and extended field studies young people come to understand the human interrelationships operating within their community, their region, their nation, their world at large. Factories and farms, social agencies and museums, city council sessions, and union meetings—these along with books and pictures are the instructional materials of the community school.

It should be noted, too, that this community school is never content with *study about* the community, however realistic and vital such study may be. This school also organized many activities in which students and teachers together actually *participate in* community programs and, beyond that, constructively *contribute toward* practical solutions of community problems. Among such problems those centering in bad intergroup relations are often of primary importance. When such problems are analyzed and attacked, they become personalized to the student in ways not otherwise attainable. Tolerance and appreciation of cultural differences are not achieved merely by broadening intellectual horizons; they develop only as the emotional boundaries of the individual are extended through his own satisfying experiences.

Thus again human relationships are improved in the very process of organizing more effective education.

### 3. THE COMMUNITY SCHOOL MAKES THE SCHOOL PLANT A COMMUNITY CENTER

Any community has made a poor business investment when it fails to use its school buildings and equipment during the evenings, on week-ends, and throughout the summer. The community school, by contrast, is open sixteen hours every weekday, and often on Sundays also, throughout the entire year. Its plant is a comprehensive community center serving the varied interests and needs of adults and of young people, as well as educating students who are "in school."

This modern high school or community college provides comfortable, homelike rooms and facilities where people can come together in neighborly fashion to study, work, and play. Open to all through appropriate arrangements are the library, shops, laboratories, gymnasium, auditorium, cafeteria, health center, and classrooms. Equally available are the playing fields, the picnic grove with its barbecue pit, the demonstration farm, and the school camp. For this school is also an adult center where people gather to hear a speaker or to plan an activity, where parents discuss children's problems, business men keep fit on the volley-ball court, farmers repair machinery, homemakers share new ideas, young couples square dance, factory workers make ceramics, citizens question candidates for public office. The community school is a *used* school, used by adults as well as by adolescents, used evenings and daytimes, used week-ends and weekdays, used summers and winters. It is the school of all the people, designed and used by them all according to their needs.

Such a school is far more than a common "melting pot" for human rela-

tions; it is rather a social center of learning activity in which people of all ages, nationalities, religions, economic levels, and even races work together, play together, learn together, enjoy together. Human relationships? There is no better way than this to assure their improvement!

#### 4. THE COMMUNITY SCHOOL ORGANIZES THE CURRICULUM AROUND THE FUNDAMENTAL PROCESSES AND PROBLEMS OF LIVING

All life is the curriculum of the community school. That curriculum comes to focus upon basic individual and group needs in relation to the culture's dominant values, processes, problems, and potentialities. This means, more specifically, that the required or "core" part of the modern school's program is organized directly around the persisting processes and related problems of human living here and now, today and tomorrow, such as utilizing the natural environment, adjusting to people, exchanging ideas, making a living, sharing in citizenship, maintaining health, improving family living, finding a life philosophy, and the like.

In planning the community school's curriculum we begin with the admonition of Alexander Pope: "The proper study of mankind is man!" So we center the curriculum "subjects" in the fundamental processes and problems of living yesterday, today and tomorrow; we seek out and study the stuff of life and not its trappings only; we leave behind our traditional patchwork procedure in curriculum making and begin anew with basic human needs and relationships as the very heart of the new curriculum.

Does such a curriculum "lower standards" of teaching and learning? Indeed not. On the contrary, it serves to raise the student's own standards of work precisely because it makes his learning experiences even more realis-

tic, vital, and meaningful. The high school or college student who finds a direct and definite tie-up between his studies and the demands of modern living discovers valid purpose in the school program; he sees more clearly his own emerging place among his fellows; he finds that school has something for him that is of real and genuine worth.

Throughout that process human relationships are obviously central, not peripheral; their improvement is consciously and directly sought, not minimized or ignored. When we make individual and group needs the heart of general education, we can be more confident that those needs will be met through intelligent and ethical group action in the community.

#### 5. THE COMMUNITY SCHOOL INCLUDES LAY PEOPLE IN SCHOOL POLICY AND PROGRAM PLANNING

The first principle of successful public relations is simple: If you want someone to support your program, see to it that he shares with personal satisfaction in the development of that program's purposes, direction, and evaluation. That is one reason why the community school includes representative community lay people as well as students and parents in all of its program planning. A second reason, even more important in the long view, is that such school-community interaction results in school programs better than those designed solely by school people.

The community school is thus in a real sense a community-wide enterprise. The community as a whole, not merely the Board of Education and the P.T.A., feels that it has a stake in its school and shares responsibility for that school's success or failure. In the community school its broad policies and program are cooperatively discussed and even planned by civic, business, farm, labor and professional leaders; by representatives of government, wel-



fare, recreation, religion, education, and other local institutions; by all citizens who are concerned about education and the quality of living in their community.

This process, of course, in no sense eliminates or curtails the established board of education whose official powers remain unchanged. It merely brings to the board's constant attention the over-all community expectations and desires. Thus through widespread lay participation by people of many backgrounds, interests, and needs, the fundamental basis for improved human relationships in the community is further strengthened.

#### 6. THE COMMUNITY SCHOOL LEADS IN COMMUNITY COORDINATION

Modern programs of education are built around the fundamental fact that the student is a whole being who is educated by his total experience—out of school, as well as in it. School and education are by no means synonymous, a point we school people often overlook. Every experience of his life educates the individual in some way, in some degree, in some respect. Broadly considered, movies and churches, homes and poolrooms, comic books and automobiles, television and schools are all educative agencies. Each one, through its particular impact upon the daily lives of many persons, shares in determining their values and standards, their ideas and viewpoints, their attitudes and outlooks.

Neither the school nor any other agency working alone can ever hope to solve such educational problems as those involved in reducing racial, religious, and international tensions, providing adequate recreational facilities and guided work experiences, improving standards of living and of taste. In many communities, however, startling success has been won when education was conceived as guided

experience for better living, when the whole community's responsibility for providing that experience was widely recognized, and when school and other community agencies coordinated their planning and their efforts accordingly.

The community school thus works closely with all other agencies seeking to improve human relationships in the community. More than that, it also accepts its responsibility to help bring those agencies together in close and continuous cooperation toward that goal. For the community school realizes that the local community where people live, and move, and have their being in face-to-face relationships is both matrix and fountainhead of democracy. It is in the local community that democratic human relations will first be built or will first be destroyed. Community coordination is the social cement for that building.

#### 7. THE COMMUNITY SCHOOL PRACTICES AND PROMOTES DEMOCRACY IN ALL HUMAN RELATIONSHIPS

Democracy is more than a system of government. It is more than a pattern of ways for group living. Democracy is above all a dynamic social faith in the ability of enlightened people to manage their own affairs with justice and intelligence. Respect for the worth of the individual person, belief that the human mind can be trusted if it is free, confidence in the methods of cooperation and compromise, individual and group practice of these beliefs—such are the hallmarks of true democracy.

The community school stresses in many ways the real meaning of democracy: its values and ideals; its foundations, history, advances and defeats; its resources and its obstacles; its manifold complexities and its glorious promise. But the community school goes beyond *information* about democracy, and even beyond *attitudes* of loyalty to democracy; the community school provides also ever-

widening personal experience in positive community *action* for democracy. This school and its community are therefore living laboratories in which young Americans study democracy as both goal and process, and where they continuously learn the specific skills of effective democratic participation.

This they do as under guidance they gain experience in identifying community needs and problems, in analyzing issues clearly, in planning best probable solutions, in choosing leaders, organizing working committees for research and reports, evaluating proposals made, carrying out plans, appraising results. Frank discussion, respect for differences of opinion, imaginative planning, zealous effort, sober judgment, further discussion, planning, action—these are the basic elements of the democratic process, and these are the firsthand experiences in group activity shared by all students in the community school. Ever alert to violations of democracy's principles in school or community life, these young citizens build the democratic faith and process into their daily patterns of behavior, the only reservoir in which democracy can ever be contained. Thus they lay deep the foundations for a better school and community today, and, with them, a better world tomorrow. There is no surer basis than this for improving human relationships in both school and community life.

#### THINK BIG!

Seven characteristics of the community school . . . Seven fundamental ways of improving human relations through education . . . Seven venture-areas for professional leadership—these I have tried to sketch boldly. I make no apology for attempting to present what I believe to be the only *fundamental approach* to the complex problem of improving human relationships through education at the com-

munity level. I do not think that our schools and colleges can ever achieve significant improvement in human relations merely by adding academic courses in anthropology, by democratizing clubs and fraternities, by presenting "brotherhood" speakers and forums, or by any other such piecemeal, ephemeral tactic. Such procedures do have some value, and they certainly salve our professional consciences, but if we really want to improve the quality of human living in our communities we shall have to begin with the fundamentals, with the very philosophies, purposes and programs of our high schools and colleges. In Harold Rugg's fine phrase, we must now as never before "think big" and then act accordingly.

It is never enough to honor the past, to worship at the shrines of pioneers who have led us to the present. Our job now is to follow guiding stars into new lands, not to sit content by the ashes of dying campfires. To accept this challenge is to stand with the stalwart, facing the future with courage, devotion and skill. To fail would be the unthinkable betrayal of youth in this generation. That is why the conventional high school and college of yesterday, respected as they are, must now be transformed and rebuilt as community schools and colleges of today. Let us now venture toward that goal boldly, not timidly; with enthusiasm, not reluctance; as eager pioneers, not as dragging rear-rankers! For is there not profound yet simple wisdom in the words of Edwin Markham:

We are all blind until we see  
That in the human plan  
Nothing is worth the making  
If it does not make the man.  
Why build these cities glorious,  
If man unbuilt goes?  
In vain we build the world, unless  
The builder also grows.



## HIGHER EDUCATION IN A BALANCED CONCEPT OF NATIONAL SECURITY<sup>1</sup>

CHARLES E. ODEGAARD

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HIGHER EDUCATION in America in the last two decades has passed through such a series of crises that the phrase "crisis in education" has no pungency left. Yet the crisis undertone is still with us because of the persistence of major unsolved problems which constantly nag and fray the nerves of academic administrators and faculty. The most obvious of these problems is, of course, the financial one, though this difficulty is made worse by an incipient anti-intellectualism which affects finance as well as other things. Problems of this kind are domestic problems in that they would exist even if there had not been the threat from without which has been highlighted by the Korean war. Worry over the consequences of renewed mobilization added to the existing preoccupation with these problems caused, I suppose, the wave of near panic which swept over our academic leadership and led many educators in past months to the edge of a series of decisions which in my opinion would not have served the broader needs of national security.

Let us look at this question of national security and then ask, "How can higher education best serve the national interest and safety?"

It is my firm conviction that we are in such perilous straits that we can well afford to take a second, and third, and fourth look at our concept of national security, to be sure that we have fully defined the nature of the threat and the kind of problem which confronts us. It is the more important that we do this because some features may

seem to be obvious, yet intellectual recognition of them does not seem to result in appropriate changes in actions. An awareness of their meanings and of their consequences has not sunk in and become part of the considerations which guide us as a nation in planning and deciding upon our program for national security.

It is, therefore, impossible at present to overemphasize the fact that the position of the United States in the world has changed fundamentally in the last twenty years. The problem of national security for the United States has taken on vastly altered dimensions, has acquired many new facets, and involves new hazards potentially more disrupting and dangerous than any we have faced before. We Americans would do well to recognize fully the very large measure of national security which in earlier times was presented to us without effort on our part by the accidents of history, geography and scientific development. In the New World we have been the largest and most powerful national group, and we have had no reason to fear our immediate neighbors. The resources within our own frontiers have met our needs so adequately that we have not felt constricted, nor envied our neighbors' possessions. The only powers which could conceivably be regarded as of our magnitude were at least three thousand miles away, across oceans which, until very recently, served as effective ramparts. We should not underestimate the element of security which came from the historical accident that we shared the world with a number of great powers whose patterns of alignment often checkmated each

<sup>1</sup> Delivered before the Commission on Colleges and Universities at Chicago, March 29, 1951.

other, thus leaving us free to mind our own business unmolested in our own part of the world. Even when we felt sufficiently menaced to participate in armed conflict in World War I and World War II, we appeared on the field of battle with important allies providing substantial resources which were not of our own planning or making.

Thus nature and history earlier conspired in various ways to guard and protect us and to limit the facets of national security which needed to concern us.

How changed now is the natural and historic framework within which we live! It is unnecessary for me to recite the technological changes which have shrunk the globe, bringing men once worlds apart now next door to one another, and which at the same time have increased tremendously men's powers to destroy one another. Americans no longer laugh quite so violently at "globaloney"; and reference to "One World" more and more frequently evokes the reaction that, "indeed, there is only one world."

Just as important as the changes introduced by technology are the changes in the historic relationships among the powers. The declines of Great Britain, France, Italy and Germany leave the Soviet Union as *the* great power other than the United States, and impose upon the United States the necessity of continuing leadership in constructing whatever combinations can be brought together to resist further advances by the Russians. The additional accident that Soviet Russia is now a great Eurasian power means that the United States must be prepared to face her in Europe and in Asia, in front and in back with no part of the world safe from the conflict of interests.

To regard the Soviet Union merely as an expansionist, imperialistic na-

tion, which indeed it is, is to overlook, to our detriment, another aspect of its attack—its claim of leadership for the revolution which is on the move in many parts of the world. We must not underestimate this revolution, and we should not allow ourselves to be confused by the blaring propaganda of the Communists into thinking that this revolution is a Soviet or Communist monopoly. In both the material and spiritual aspects of this revolution, it is the United States, we Americans, who have lighted the way. The Russians have by no means as good a claim as we to leadership in this revolutionary enterprise.

In the material sphere, by observing the work of Americans, peoples on every corner of the globe have concluded that disease, hunger, and want are not man's necessary lot, that physical suffering can be alleviated through increased knowledge and control of the natural world such as that possessed and applied by Americans. The determination to follow the West, and America especially, in winning the way toward this knowledge which frees men from the natural ills which come from ignorance of nature is evident in the faces of the foreign students among us and from the speeches of their leaders in UNESCO and similar international bodies. Through vast public and private programs, Americans are lending them a helping hand in this revolutionary drive against the forces of unknown nature.

Let us not permit the fact that we have taken the lead in a material revolution cloud our vision and obscure the revolutionary impact of the United States on the spirit of man. Americans have striven to be not only well fed but also free. In the continuing search for the ideal of liberty the United States has been the exponent of a fluid democratic order, the leader



for a hundred and fifty years in what *Fortune Magazine* in its very interesting February issue has called "The Permanent Revolution." No nation is more responsible than the United States for spreading through the world the doctrine of the ideal equality of men, of personal liberty and of self-determination. One of the responsibilities we face is the hope we as a nation have helped to arouse in the breasts of many millions in the world that they too may share the benefits of a more democratic order. Even when in various countries this hope has been defeated by the establishment of totalitarian regimes, these very regimes recognize the continued yearnings of submerged peoples by erecting, out of the language of liberty and democracy, a pretentious verbal façade. The fraudulence of such a façade cannot forever escape those who are exposed to the autocratic facts. Meanwhile, the continued existence of a liberal and democratic regime in the United States is a guarantee for the continuance of their hope despite discouragement. For us to fail to see the position of leadership which others grant us in the spiritual as well as material realm and to fail to carry wisely the burdens this leadership imposes is to risk appearing in the eyes of many nations as the betrayer of the very ideals our nation has prophesied unto the world. Few people in the world's history have possessed such responsibilities and such opportunities. Ours is a heavy and a precious burden.

We Americans thus find ourselves in a shrunken world peopled by masses of men who are inspired by a revolutionary urge for both freedom and plenty and who, because of historic circumstances, are forced to choose for the fulfillment of their desires association with one or the other of two great powers, the United States or Soviet Rus-

sia. And for us, for the United States, whether we like it or not, there can be no security remote from the aspirations and resentments of other nations. In his State of the Union message on January 8, President Truman said very aptly, "The state of our Nation is in great part the state of our friends and allies throughout the world." Unfortunately, but unavoidably now, he could have added that the state of our Nation is in great part the state not only of our friends and allies throughout the world but also of our enemies. Our security is ultimately possible only in a more secure world.

National security has become a problem in human relations on a vast scale; it amounts at the minimum to finding a pattern of association with other peoples of the world which is mutually tolerable and which will not drive men to consider armed conflict as a means of achieving altered relations. It is ultimately a very difficult problem in politics and morals. To regard the problem of national security as anything short of a problem in world polity is to miss completely the character of the problem already before the American people and to invite even more risks than we inevitably have to run.

What I have just been saying to you does not constitute a new revelation. It has been said before—and I hope it will be said again. My observations of the past few months persuade me, however, that the consequences of what I have been saying have not sunk home; the full meaning of the changes is not really appreciated. Our heads sometimes may remind us that circumstances are now very different but our hearts are still attuned to the older order. The old attitudes, the established stereotypes, usually blind us to the unconsidered hazards that we incur.

The persistence of concepts and atti-

tudes appropriate for an earlier phase of American history but not yet adjusted to meet the very changed facts to which I have alluded is revealed if one listens closely to the undertones and overtones of the current discussions of military defense and of what I have come to think of as the rampart theory for national security.

To begin with military defense, permit me to dispose of one aspect immediately by saying that I accept as an obvious necessity the stepping up of our defense program and the maintenance of a considerable standing army. I wish to direct your attention, however, not to the justification of an enlarged military establishment, but to a confusion in many public utterances between military defense and national security which has been particularly evident since the shock of the Korean war struck the American people. The two are definitely related, but by no means the same thing. Defense is not a substitute for national security, nor is it the objective of national security. The minimum objective of national security is the achievement of a set of relationships among peoples which are tolerable to the United States and which are sufficiently acceptable to other nations to leave them with no disposition to try to impose their will upon the United States by any hostile acts. Obviously even this minimum objective is an ideal more difficult to approach at some times than at others, and especially so now. In the pursuit of this ideal of peaceful and mutually satisfactory relations, nations must engage in a continuous series of negotiations toward acceptable compromises of interest. The more embittered the negotiations, the more reason there is to build up a military defense establishment as a mode of persuasion which may have to be used when relations are at their

worst. Military defense is an instrument of national security whose size bears a fairly direct relationship to the degree of insecurity of the nation. It is, however, only one of a variety of means of persuasion for serving the political ends which comprise the best formulation we can reach of our positive program for national security. Military defense properly can be seen as only a part of a larger political whole. Even the conduct of war should be guided by clearly formulated political considerations calculated to lead to the set of relationships which best assure national security.

The facts of our recent history help to explain the tendency of Americans to think that International political problems may be solved essentially by military operations, and the habit of equating military defense with the political strategy required of a national security program. During extensive periods of peace the nation went its own way, feeling so safe as to give little thought to foreign political developments which in fact did affect its security. This relative indifference to the problem of national security on the part of most Americans still basking in the sunshine of nineteenth century isolation from the power conflicts of Europe, could be broken only by the sting of a series of sinkings or of a Pearl Harbor which aroused the nation into all-out mobilization and full-scale war. In the twentieth century we have experienced an alternation between peace when there was no serious problem of national security in the minds of most Americans, and two short periods of war when the existence of a national security problem was recognized but when it was largely subsumed under vast military efforts. The instant the fighting phase ended with the United States among the victors, the country swung back violently to its peacetime



mood. During the last war our thinking was so completely dominated by, so largely restricted to, the military defense segment of the problem of security, that our primary, clearly declared, goal was "unconditional surrender," a merely military objective which, however desirable, could not be called a political idea to guide us in the reconstruction of a continuing peaceful political association among peoples.

Unlike many European countries, the United States has not experienced previously long periods of tension short of war during which a sizable standing army has been maintained at considerable expense and personal inconvenience to the population, nor has it borne the periodic bloodletting of "colonial" wars. Past experience has bred in many Americans a deep-seated assumption that there is a time for peace and there is a time for war. This present strangely continuing conflict among nations when there has been neither peace nor war, this cold war marked by limited conflict in Korea which has led us into the peculiar state of affairs called partial mobilization, simply does not fit this assumption. As long as we hold to this assumption and yet confront a long period of high tension, our thinking is bound to remain confused, thus making trebly difficult the task of those who have special responsibility for formulating, determining, and executing a national policy for dealing with security.

American thinking about national security has not only the time aspect to which I have just referred but also a space aspect which emerges when one considers the rôle of the rampart in the popular concept of national security. As loyal and devoted Americans we will all share the sentiment behind that phrase of our national anthem, "O'er the ramparts we watched," but we

should beware of imposing upon our concept of national security a figure of speech which prevents us from reaching a comprehensive view of our present problem. We Americans have our own version of the Chinese wall which is a natural—that is, historical—consequence of past experience. Our forebears left an Old World to live in a New World. In coming to America they put behind them the concerns and the conflicts of the Old World and amid the ampleness of the resources of the New World they erected a new nation whose energies were turned to internal development, a nation which has been content to cultivate its own garden. Meanwhile, isolated from the Old World by thousands of miles of ocean, it came to assume that it would be protected by its watery wall and that most of the time it could ignore developments on the other side of the wall. Now that distances are shortened, many recognize that some kind of change is in order, but they have not necessarily undertaken a fundamental rethinking of the sources of American security. The old pattern, the rampart concept, continues in the minds of many, altered only by an effort to establish the wall not on the traditional line provided by the oceans but along some other line farther out. Much of the present so-called "Great Debate" on foreign policy seems to be an argument not over the validity of this spatial conception but over just what spaces should be included within the newly erected Chinese Wall, the new defense perimeter which will mark the revised outer limits of the New World. It is reasonable in terms of military defense to think of defense perimeters, but if we permit our thinking to be dominated by the wall concept we are bound to have an inadequate view of the problem of national security in the One World in which we now have to

live. To win the way toward security we must also be prepared to meet other kinds of weapons, ideological weapons, which can infiltrate through our walls; and if we are to win for the world the kind of a world we want to live in, we ourselves must develop ideological weapons which will breach any kind of Iron Curtain set up by the enemy. In short, we must recognize that we have a persistent political as well as a military problem on our hands. We have the difficult and dangerous job of trying to find a way to join the rest of the human race in living in the One World into which the New and the Old World have coalesced. This is not a job for which we are emotionally or intellectually well prepared, but it is a job from which there is no escape.

We cannot handle this job of national security well unless we unlearn some old habits and learn many new things about men in all parts of the world. Americans thus have on their hands an enormous problem in reeducation and new education.

This leads me finally to the relationship of higher education to national defense. I have been distressed in recent months by certain tendencies in higher education circles to overlook the magnitude and variety of ways in which higher education should serve the national safety and interest.

Following the established national bent, many educational leaders have recognized quickly the service higher education can render to military defense especially through teaching and research in the sciences and technology so closely related to the development and use of weapons of warfare. They have been far less vocal in declaring the services higher education can and should render to the ideological conflict and to an understanding of the political problems of national security.

It is reasonable and patriotic for

educational leaders to turn to our military leaders to ask how higher education can serve the programs of teaching and research required for the conduct of defense operations. It is also reasonable and patriotic for educational leaders, as conscientious citizens concerned with the nation's welfare, to declare the contribution which higher education can and should make to the political problems of national security. Even if these contributions should not be recognized in current mobilization policies, a condition by no means finally settled in view of the broader concepts held by some government officials, higher education is not entirely deprived of initiative by mobilization measures and should work harder than ever to provide the educational experience desperately needed by the American people for dealing with national security.

The democratic system provides a safety valve in that it permits citizens to speak up and to point out omissions in the official program of the government. If the Government in its programs and the people in their attitudes have not reckoned sufficiently with the changed status of the United States in the world and are still dominated by ideas which are now out of touch with the iron realities of the present, one might hope that leaders in higher education would recognize the responsible rôle the universities and colleges could play in helping the United States Government and people to analyze more critically their basic assumptions and to face with greater knowledge the altered facts of our national security problem.

There is general recognition of the importance to the nation, especially for military defense, of expert scientists and engineers as well as of widely distributed technical skills. Our educational leaders should be reminding the



country of its need for political skill as well as technological skill, for expert humanists and social scientists and for widely distributed civilian skill in recognizing and understanding the political and human problems involved in developing a program for national security in a secure world. This political knowledge and skill is directly related to our present safety and we should not postpone efforts to develop either the specialized experts required or the educational program needed by the general public. Higher education should make every effort to conduct the necessary programs now.

By what I have been saying here, I do not wish to appear to overlook important postwar efforts to deal with the political bases of world peace; for example, the United Nations and the work of its specialized agencies, the Marshall Plan, Technical Assistance, Point IV. If I have emphasized the tendency to confuse military defense with national security and to think of security in terms of a rampart or wall defending one world against another, it is because these tendencies, deeply buried and of long-standing, are still widely held and under the influence of the Korean war can easily become dominant. They can block efforts to see national security as a continuing problem which can be solved only through the advancement of sound

political ideas concerning adjustments among nations. They will not lose their force until most Americans recognize the changed frame within which they should view the problem of national security.

There is then in public as well as in private circles some recognition of the political as well as military aspects of national security. When men begin to see national security in these broader terms, there cannot fail to develop an appreciation for the wide variety of services based on many kinds of knowledge and skill which universities can and should render to the nation's security. With the problem of national security so conceived, the advancement of an educational program for living in a dangerous global world becomes a necessary and vital step if the safety of the United States is to be assured. Educational leaders should be in the forefront of this effort, using their energy and ingenuity to meet the nation's need through wise use of the institutions they administer. If they recognize the many ways in which the resources of their institutions can help to save the nation by building programs in the humanities and sciences which serve national security as well as military defense, the nation will be safer—and so will our educational institutions.

## SUMMARY OF PANEL DISCUSSION ON THE ROLE OF THE LIBERAL ARTS COLLEGE IN A NATIONAL EMERGENCY<sup>1</sup>

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THE NATIONAL emergency concerning the liberal arts college is far more serious than a mere decline in enrollment. Indeed, it now appears as though fiscal problems of the colleges would be less serious and the retrenchment less drastic than was feared three or four months ago. Most colleges will survive.

A much more serious question relates to the crisis in American culture. Even though we successfully defend America from Communist aggression and even though the Liberal Arts College survives, will we succeed in preserving and fostering the highest values in our culture? There is much evidence of weakness in personal integrity, even in high places, and the American people seem confused in their values and fuzzy in their insights. How can we give to the oncoming generation a sound intellectual and spiritual preparation to meet the problems of our democracy?

To develop a strong education for democracy, more is required than increased emphasis upon the social sciences and humanities. A more basic question is concerned with the content of such course experiences and the way they are taught. The general education movement is doubtless a step in the right direction but this must be reinforced with teaching activities which

throw greater responsibility for judgment making on to the student. He must be given a maximum of practice in the dynamics of democratic group thinking.

The liberal arts college can make an important contribution through the development of programs in international understanding, student and faculty exchange with foreign countries, and majors in area studies. This would also imply a new approach to language study that would give the student greater facility in conversation and practical usage.

The liberal arts colleges should give increasing attention to the education of women, irrespective of the national emergency. Actually there probably will be a substantial number of men as well as women in the colleges for the foreseeable future. The new emphasis upon education for constructive family living, however, is sound and should be shared by men and women alike.

College life itself must reflect more adequately the democratic ideal. There must be much broader participation of students and faculty in the formulation of educational policy. Some colleges have placed students on virtually all the important college committees and the result seems to be highly salutary. In extra-curricular life, also, students should be encouraged to appraise the activities to determine whether there is discrimination or an equal opportunity for all. Indeed, colleges should consider carefully whether the whole college program, resting as it does on curricular competition for grades and extra-curricular competition for preferment is really conducive

<sup>1</sup> Mr. Cooper was chairman of the panel which discussed this topic at Chicago, March 29, 1951. The other members were C. E. Ficken, Dean, Ohio Wesleyan University, Delaware, Ohio; James F. Findlay, President, Drury College, Springfield, Missouri; Clarence Lee Furrow, Professor of Biology, Knox College, Galesburg, Illinois; and Algo D. Henderson, Professor of Higher Education, University of Michigan, Ann Arbor.



to the spirit of cooperation and concern for the other fellow which is an essential factor in democratic education.

The liberal arts college occupies a vital and fateful position in American society and probably can make a

greater contribution than any other institution toward meeting our cultural crisis if it resolutely re-examines its program and directs its energies to that end.

## THE IMPACT OF MILITARY SERVICE ON EDUCATIONAL PLANNING<sup>1</sup>

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How SHALL American schools meet the demands of a new way of life? In the past we have viewed war and preparations for war as a "time out" period of two or three years, a bothersome interruption of peace time normalcy. Now General Omar Bradley and other Pentagon leaders envision a partial mobilization to last "10, 15 or 20 years."

After a honeymoon century of relative peace and tranquillity we find ourselves returning to a time in which men must remain constantly alert to protect their national security. How this tremendous change in our lives, our philosophy, will affect the schools and how the schools must meet the challenge of this extended mobilization for war was the theme of this panel discussion.

It is one thing to unfurl the flag, sell war or defense bonds, roll bandages, man USO centers, recruit women workers, convert campuses into camps, and pull out all the emotional and technological stops to win a war. It is quite another thing to recognize war as a Sword of Damocles which may dangle over us for several decades—or may fall some Saturday afternoon when we are washing the family car.

Educational planning must be long range to cope with a long range situation. It must see and appreciate the

natural resistance to such a militarily orientated program by a people who have a background of distrust of the military. It must try to understand the attitude of the high school sophomore or the college freshman who must draw all his life plans with the reservation of the big "If."

High schools must formulate their long-term plans on two fronts: the psychological and the practical. The high school junior or senior today is afraid. His parents are afraid. To remove this natural fear of the uncertain the schools must provide accurate information.

This information must indicate the value and need of education as a part of military planning and preparation. It should demonstrate that it is not only best for the student but best for the nation that he complete as much education as possible. Counseling must be of such a character and sincerity that it may turn panic and fear into a reasonable, intelligent approach to a human and patriotic problem.

On the practical side, the schools must be honest in re-evaluating their curricula. They must prepare for jobs in the armed forces, vocational or otherwise. They must remember that when many of these men are discharged from service they will require additional training or refresher training.

Boards of Education and superintendents of schools must contribute to building this new kind of morale designed to sustain a long period of waiting, of inactivity, yet of readiness for immediate action. Some of the practical steps are:

1. Schools should communicate to

<sup>1</sup> Mr. White was chairman of the panel which discussed this topic at Chicago, March 29, 1951. The other members were E. D. Duryea, Jr., Assistant to the President, University of Toledo, Toledo, Ohio; Coleman R. Griffith, Provost, University of Illinois, Urbana; Alex Jardine, Superintendent of Schools, Moline, Illinois; Russell Rupp, Principal, Shaker Heights High School, Cleveland, Ohio; and J. Edgar Stonecipher, Director of Secondary Education, Des Moines, Iowa.



the community their aims and purposes and seek from the community its ideas and support. Boards of education in particular should promote *community advisory councils* which may serve as two way channels of cooperation.

2. School boards must guarantee the uninterrupted operation of the schools, one of our greatest defense assets. Adequate financing will become more of a problem as competition for manpower grows keener and as the citizen is asked for higher taxes to maintain the defense effort.

3. Continuous studies of staff salaries should be undertaken by Boards of Education. The teaching profession should be defined as of first importance in the defense program and draft boards should be called upon to recognize the essential nature of teaching.

4. Steps should be taken to set up building and equipment priorities adequate to maintain a strong educational program.

5. The superintendent of schools, occupying a key position in molding the character and nature of our schools, must above all be an example of the kind of leader which a democracy produces.

Colleges and universities too must face the possibility of a permanent adjustment to a new type of life. Although plans are indefinite it seems evident that whatever form of military service is adopted it will involve about two years of service for physically qualified young men.

This added period of service coupled with the urgent need for specialists and professional men in both the armed forces and industry will necessitate curriculum adjustment and this adjustment will probably take the form of acceleration.

Acceleration can come about in several ways—by reducing the amount of

college study, by increasing the number of days a year students attend college, or, in individual cases, of permitting better students to advance at their own pace.

Summer school is the key factor in acceleration. It has its disadvantages, especially for the smaller institution; however, summer school can provide necessary acceleration without curriculum change.

Requirements for entrance into professional study, particularly law and medicine, must be re-examined. Professional preparation already takes many years and the extra two years of service will multiply the problems for the individual and the country.

Decreased enrollment and income is another consequence of military service. Therefore, how to maintain faculties and physical plants is a problem. Of the two, physical plant is the less important. Collegiate architecture with its emphasis on solid stone and brick construction should wear well. Most institutions which have not been sleeping since V-J Day can get by on a minimum of maintenance.

But what to do about the faculty is a delicate and vexing problem. College authorities must consider a tradition of tenure and stable employment and related loyalty to teachers and staff. Also there is the anticipated need for teachers several years from now when, barring total war, enrollment will begin to build up. Collecting teachers from business and industry to rebuild a faculty has some of the same difficulties as gathering feathers strewn in a hurricane.

Programs for women students, military and government research projects for some staff members, and temporary outside employment for others may alleviate the situation.

ROTC programs will assume increased importance. In the next few

years military training on campus will undoubtedly become an integral part of higher education.

Vigorous counseling campaigns to convince draft-age men to begin college work as soon as possible may help boost enrollment and, more important, help provide a supply of college trained personnel for the future. A corollary to this is the need to keep not only embryo engineers and scientists in college but also the future businessmen and the social, economic and political leaders essential for national survival.

The student who has served in the

army, navy, or air force before entering college will be about two years older than the pre-Korean freshman. Thus colleges will be dealing with more mature students. It may well mean that student families will become a regular part of campus life.

These are a few of the considerations and problems which must be faced by our high schools, educational authorities, and colleges in the years to come. They must be taken into account in this indefinite period of hoping for the best and preparing for the worst.



## IMPROVING HIGH SCHOOL-COLLEGE RELATIONSHIPS<sup>1</sup>

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HIGH SCHOOL-COLLEGE relationships appear to create a perennial problem for principals and teachers of the secondary schools. A time-honored aspect of this problem is, of course, the extent to which the college does or does not set the pattern for high-school instruction and administration. This aspect, in turn, includes a number of constituent items such as the effect of college policy on the high school program of studies, methods of selecting pupils for college entrance, the kinds of written evidence of college preparation required of pupils entering college, the economic selectivity of the colleges, and the presence or lack of contacts maintained between high school and college. Few gatherings of secondary and college people occur without discussion of some, or all, of these matters. The panel of the North Central Association on In-Service Education, on the evening of March 29, dealing with "Improving High School-College Relationships" proved no exception to this trend, virtually all the familiar facets of the problem being covered in a spirited, give-and-take session of high school and college personnel.

The meeting opened with a member of a state department of instruction expressing the belief that college limitations on the liberalizing of the high school program through entrance requirements exists almost solely in the

minds of high school principals. The speaker expressed doubt that many candidates for entrance to college are rejected where changes made in conventional curriculums to meet modern living needs are made clear to college authorities. This statement met with mixed comment on the part of college and high school participants.

Discussion next moved to the problem of the small high school in meeting sequence requirements of the colleges. In the opinion of high school representatives the requirement of certain sequences of subjects results in marked handicaps to the smaller high schools desiring to experiment with a view to increasing the variety, or changing the nature of their curricular offerings.

Agreement seemed general that the high school should be permitted a wide degree of latitude to shape and name its own courses with the purpose of better relating them to every-day living and that colleges should gear their programs, particularly in general-education areas, to student needs based on the newer types of secondary work.

When criticism was voiced about counseling procedures in colleges and the lack of coordination of these with high school efforts, a number of accounts of systematic counseling programs in colleges were related by college counselors. The college counselors were of the opinion that contacts between counselors in colleges and high schools should be improved to the point where college follow-up of high school counseling might become better known to secondary-school teachers, counselors, and principals.

The comments on college counseling paved the way to the topic discussed most spiritedly and at greatest length

<sup>1</sup> Mr. Pierce was chairman of the panel which discussed this topic at Chicago, March 29, 1951. The other members were the Rev. R. T. Grant, Principal, St. Ignatius High School, Chicago; Olive Greensfelder, Guidance Counselor, Horace Mann School, Gary, Indiana; Mrs. Virginia Lewis, Principal, Phillips High School, Chicago; Jane Palczynski, High School Art Supervisor, Chicago; and Charles W. Sanford, Associate Dean, College of Education, University of Illinois, Urbana.

during the evening. It was the problem of the amount and quality of information that should be provided by the high school concerning pupils desiring to enter college. Representatives of colleges urged the need for extensive and detailed information about each student. High school principals and counselors contended that unreasonable demands were often made on their time and energies by colleges in the form of lengthy blanks to be filled out by the high school regarding individual pupils. A solution offered by one college representative was that the colleges seek a much greater amount of information through tests and conferences with the individual students after their arrival at college. The feeling was expressed by several secondary-school principals that the colleges do not realize how much time and work are needed to fill out the blanks and how little use is actually made of much of

the information by instructors after the pupils enter college.

College representatives appeared unanimous in the view that colleges should be free to select students according to their own criteria. A question about what provisions might be made for the non-academic pupil's general education at the college level brought no response.

The marked changes that the war situation might cause both in college admissions and in the work pursued by pupils after entering college were the subject of brief comment.

The session closed with general agreement that keeping open the channels of communication between administrators and teachers of the high school and college levels regarding common problems is the most important factor in improving high school-college relationships.



# A STUDY OF HIGH SCHOOL-COLLEGE CURRICULUM ARTICULATION IN MINNESOTA

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ONE OF the significant trends in present day education is the growing tendency for high schools and colleges to recognize their common responsibility for developing better understanding and closer cooperation in the effort to solve mutual problems. In many states this movement has resulted in the formation of some type of joint organization designed to improve college-high school relationships. In Michigan the colleges and high schools have developed the Michigan Secondary School College Agreement under which all the able graduates of the cooperating high schools who are recommended by the school are admitted to college without regard to the pattern of their high school subjects. In Texas this movement has taken the form of "The Texas Study." Under this program the colleges in Texas furnish experts to advise and assist any cooperating high school which wishes to undertake any experiment, innovation, or study looking toward the improvement of its educational program.

In harmony with this general trend the Minnesota Association of Secondary School Principals and the Minnesota Association of Colleges in 1944 jointly organized the Committee on High School College Relationships. The membership of this committee consists of representatives of the State Department of Education, the high school principals, and the colleges of the state, chosen by the respective groups. The functions of the committee are to study and make recommendations upon any issue or problem referred to it and to initiate studies of any problem which it believes worthy of investigation. The study of curricu-

lum articulation which is being reported here was initiated and sponsored by this committee.

This investigation originated in discussions of the nature of the developing high school curriculum and its relation to the college offerings in the freshman year. So many of the issues were concerned with college practices the committee decided there was need for an exploratory study of the provisions in colleges for articulating their courses with the instruction in high school. The study was conducted by a subcommittee<sup>1</sup> which constructed a questionnaire designed to obtain information concerning the following four issues:

1. What provisions are made by the colleges for the guidance and adjustment of freshmen which contribute to curriculum articulation?
2. What provisions have the colleges made for developing courses appropriate to the differences among freshmen in ability and achievement?
3. What means do colleges use to articulate the content and instruction in freshman courses with those in high school?
4. What methods are colleges using to improve the articulation of freshman courses with those in high school?

<sup>1</sup> The persons composing this subcommittee were F. E. Heineman, Director Elementary and Secondary Schools, State Department of Education; E. B. Siebrecht, Dean of the College, Gustavus Adolphus College; Forrest E. Willey, Principal of the Senior High School, Albert Lea; Charles W. Boardman, Professor of Education, University of Minnesota.

As these issues suggest, the purpose of the questionnaire was to inquire concerning the nature and types of practices and procedures in college which might have an influence on curriculum articulation. No attempt was made to evaluate these practices.

The questionnaire was distributed to all the colleges in Minnesota, including the twelve junior colleges, in the spring of 1949. Responses were received from all institutions except three junior colleges, a total response of 93 percent. The representativeness of this sample seems unusually adequate. The validity and reliability of the responses have not been determined statistically but rest upon the fact that the questionnaires were filled out by college officers, frequently assisted by faculty committees, and that the analysis of the data indicates a high degree of internal consistency.

Since the procedures used by Colleges for curriculum guidance and placement of freshmen in appropriate courses furnish an obvious and important opportunity for curriculum articulation, the findings concerning these practices will be reported first. The attitude of the Minnesota college toward guidance is shown by the fact that thirty-five of the thirty-six institutions included in this study have developed some type of systematic organization for guidance. Fully trained counselors are employed by thirty-one (86 percent) of the colleges, nineteen of which have one or more full time counselors and twelve have part time counselors. Thirty-two (89 percent) colleges maintain an organization of the faculty for the guidance of freshmen. The composition of the faculty-adviser organization varies greatly, the most common practice being to select the advisers for freshmen without regard to level of the courses taught by the instructor. About one-third of the col-

leges use the chairmen of departments or administrative officers as a part of the faculty-adviser organization, and in less than one-fifth of the colleges the instructors in freshman courses are the advisers of the freshmen. This latter method of providing faculty advisers for freshmen seems to be the best, for the freshman instructors are in a position to be most familiar with the freshmen and their problems. The fact that the common practice is for the faculty advisers to counsel freshmen both at registration and during the school year strengthens this influence.

The colleges' recognition that information about the freshmen is necessary for curriculum guidance is shown by the wide range in the types of psychological, scholastic achievement, and special kinds of data systematically collected from all entering freshmen. Every college collected one or more measures of scholastic aptitude, 86 percent using the American Council on Education Psychological Test and 44 percent also obtaining the scores on the intelligence tests used in high school. Somewhat more than half of the colleges (52.8 percent) obtained ratings of personality traits from the high school and about one-third (30.6 percent) obtained some measure of vocational interest or aptitude. Other psychological data collected by small proportions of colleges included measures of special activities, emotional adjustment, social adjustment and study-habit inventories.

The universal measure of scholastic achievement was rank in the high school graduating class but standardized tests were used extensively. Over half of the colleges (55.6 percent) used a standardized English composition test and exactly one-third a general reading test. Other measures used by one-fourth or less of the colleges included standard tests in mathematics,



science, social studies, and foreign language and such general tests as the National Freshman Placement Tests, the College Entrance Board Examinations, and the General Education Development Tests.

Statements by the high school or the parents concerning special abilities or disabilities comprise the third type of data concerning entering freshmen collected by Minnesota colleges. Over three-fifths of the colleges (61.1 per cent) obtain statements concerning major fields of interest or ability and 50 percent inquire concerning participation in extracurricular activities, especially concerning special achievement in activities. Slightly over two-fifths (41.7 percent) obtain statements concerning vocational interest or ability and nearly three-eighths ask for descriptions of work experience. Information concerning disabilities is obtained by small proportions of colleges. About three-eighths (36.1 percent) request statements concerning physical handicaps which may require special curriculum or classroom adjustment, 28 percent ask for statements concerning major fields of scholastic weakness, and 22 percent concerning specific learning problems or weaknesses.

From this brief description it seems evident that Minnesota colleges collect a considerable amount of data which would be useful in curriculum guidance. The counselors uniformly have access to these data before consultation with a student and 72 percent of the colleges report provisions for furnishing the data to faculty advisers prior to any consultation either at registration or during the school year. They also state that the faculty advisers have opportunity to consult the original data in the files. The data actually furnished the faculty advisers vary according to the types systematically required of all freshmen by the indi-

vidual colleges. The types of data furnished advisers by 50 percent or more of the colleges are scholastic aptitude test scores, high school scholastic rank or average, a copy of the high school transcript of courses and marks, achievement test scores, and measures of vocational interests. Those least commonly furnished are measures of personality traits and of special weaknesses or disabilities. A definite effort is made to have available data in the hands of the advisers prior to registration and about three-fifths of the colleges report that the majority of the data are in the hands of advisers by that time.

Appropriate use of such information by the advisers depends in part on the provisions for assigning freshmen to the advisers. Twenty-four colleges (66.6 percent) assign the freshmen by some type of official administrative action. The large majority of this group notify the freshmen of their assignments and make an appointment for consultation prior to their arrival on the campus. Some of these institutions invite the freshmen to come to the campus for consultation and registration during the summer, though this is, of course, a voluntary action by the student. The remainder of this group of colleges notify the freshmen about the identity of their advisers and their appointments for consultation after their arrival on the campus. In the other twelve colleges freshmen either choose their advisers or acquire them by chance during registration. The average load of freshman advisers ranges from three to forty students but the mean load of sixteen students suggests that the colleges recognize that too heavy a load is a barrier to the development of a good guidance program.

It seems apparent that Minnesota colleges are developing a guidance or-

ganization and are collecting and making data available to advisers which may contribute to curriculum articulation. Since no guidance program can be effective unless there are definite provisions in the college curriculum for placement and adjustment of students, this investigation attempted to discover what provisions were made in freshman courses which would permit the placement of students upon the basis of achievement or ability. The findings show that 75 percent of the colleges made provision for the placement of freshmen in mathematics, natural science, foreign languages, and business education upon the basis of the courses taken in high school. In the business and foreign language fields students who offered a larger number of units of credit were admitted to advanced courses. In the natural sciences students who had taken high school courses in science were placed in different sections from those who had not. The most unsatisfactory provisions for placement were made in mathematics. Sixteen colleges reported that placement depended upon the high school courses taken but six colleges required the student to take a specific course without credit.

Provision for placement upon the basis of the achievement tests taken at entrance was made by two-thirds of the colleges. The fact that twenty-three colleges made some provision for inferior achievers and only eighteen for superior achievers seems significant. Nineteen colleges provided sub-freshman classes without credit for inferior achievers but three offered a fundamentals course with credit. Four colleges offered no credit for preparatory courses in mathematics for inferior achievers. Individual colleges offered special or fundamentals courses with credit for poor achievers in foreign language, natural science, and social

studies. These provisions for the poor achiever smack more of standards for admission to courses than of methods of adjusting courses to achievement. Adjustments for superior achievers were of a different order. They were found in English, natural science, and mathematics and consisted of three types: exemption from further work in the field, admission to advanced courses, or placement in a special section.

Only seven colleges attempted to make any adjustments upon the basis of measures of intellectual ability. Five colleges reported homogeneous grouping in English and two in natural science. One college advised students in the lowest quartile in intelligence not to take mathematics and one reported a special course in natural science for students in the lowest quartile. Three colleges stated that they had developed courses designed to serve various levels of intellectual ability but failed to state the fields.

These findings concerning the provisions in Minnesota colleges for the placement of freshmen in courses adjusted to the level of their achievement or ability are both encouraging and disappointing. The fact that considerable proportions of the colleges are making some provisions of this type is encouraging. Too often, however, the provisions made seem to consist of traditional practices such as requiring the student to take preparatory courses without credit or placing him in advanced courses. The greatest encouragement lies in the small group of colleges which are attempting to break with traditional attitudes and concepts and to develop new courses which are adjusted to different levels of achievement.

Curriculum articulation may also be accomplished by encouraging instructors to adjust course content and in-



structional procedures to those found in the high school. Provisions for adjusting the content of courses were extremely limited. Twelve colleges (33.3 percent) have a systematic program for analyzing the standard achievement tests administered to freshmen at entrance and for furnishing the data to freshmen instructors on a basis for organizing the content of freshman courses. In thirteen colleges (36.1 percent), many of them in the group just mentioned, the freshman instructors administered pre-tests to their classes as a basis for organizing course content. Both of these procedures are valuable methods for aiding in articulation of high school and college courses. Other means of adjusting course content were noticeable by their absence. Three colleges had a systematic program for conferences between high school teachers and freshman instructors but no college had any program for other procedures for developing better course articulation, such as visits by freshman instructors to the high schools, stimulating the instructors to study state syllabi or the courses of typical high schools and to conduct research on high school courses of study.

In contrast to these findings, the majority of the colleges had made provisions to aid freshmen in making the transition from high school to college methods of instruction. Twenty colleges (55.5 percent) had a systematic program for instructing all freshmen how to take lecture notes. The most common techniques were to offer this instruction in specially organized or in certain selected classes but a few colleges offered it in all freshman courses. Nineteen colleges (52.8 percent) regularly provided the freshmen with information concerning the outcomes desired in the courses. Usually this was done through oral statements by the

instructor and class discussion but in a very few colleges the only means was by mimeographed statements given to the students. Instruction in how to take college examinations was offered in sixteen institutions (44.4 percent). Equal numbers of colleges offered this instruction in a special class required of all freshmen or in the regular freshman courses, but a very few colleges used both of these methods.

The common type of procedure was to inform freshmen concerning the nature of the examinations and to instruct them how to prepare for the examinations. Eight colleges provided actual practice in taking different types of examinations.

The importance of the library in college work is shown by the fact that thirty-three (91.6 percent) of the thirty-six colleges have a regular program for instructing the freshmen in the use of the library. The major areas of instruction included the location of rooms, how to use catalogs and indices, and how to obtain books. The majority of the colleges use two or more methods of instructing freshmen in these areas. The most common technique, used in 70 percent of the colleges, is to provide lectures by the librarian but nearly half use directed practice and lectures by instructors in freshman courses and a small proportion use bulletins which are given to the students. Lectures in freshman courses upon methods of taking notes on library readings are provided in two-thirds of the colleges but only about one-fourth offer any opportunity for directed practice in this technique.

While some of the methods used by Minnesota colleges for instructing freshmen how to take lecture notes, how to prepare for and take examinations, and how to use the library may be open to criticism, the fact is that the majority of these colleges are attempting to

develop a program for aiding freshmen to make the transition from high school to college methods of instruction. Undoubtedly any procedure which aids in accomplishing this end does contribute to curriculum articulation.

The final aspect of this study was an attempt to discover whether colleges have any planned or systematic program by which they attempt to improve articulation between their curricula and those in high school. One means of doing this would be to inform the high schools concerning the achievement of their graduates upon the standard tests administered at entrance and upon other measures of achievement. Nine colleges (25 percent) claimed to have such a systematic program but when the data were analyzed the results were disappointing. Seven colleges informed the high schools concerning the marks earned in freshman courses. While this may have some values for articulation they are strictly limited. Only two colleges returned any information upon standard achievement tests, one reporting the scores on the cooperative English Test and one the scores on the General Education Development Tests. No information which might be valuable for curriculum articulation was returned to the high schools by any college upon the pre-tests administered in freshman classes nor upon any other achievement test.

The evidence also showed that no college had developed a systematic program for obtaining advice or help from the high schools in improving curriculum articulation. Fifteen colleges (41.6 percent) did report that during the past three years they had attempted to obtain the aid of the high schools upon problems in the following areas related to curriculum articulation: the clarification of the college bulletin so it may be more easily understood; the reaction of the

high schools to the orientation program for entering freshmen; the nature and types of information concerning their graduates the high schools would like to have furnished by the college; present trends in curriculum development in the high school and their implications for articulation with the college courses; and finally, problems related to the adjustment of high school graduates to the college environment.

Although the colleges had no systematic program for improving curriculum articulation, they agreed almost unanimously that such a program for conferences between college and high school representatives for the purpose of discussing common problems would be of the highest value. Nearly 50 percent of the colleges wrote comments making specific suggestions concerning such a program of conferences.

#### SUMMARY

The outcomes of this study may be summarized as follows: Minnesota colleges have developed guidance programs which should contribute to the placement of freshmen in courses appropriate to their abilities and capacities. While the majority of colleges have also made some curriculum provisions designed to provide courses for students of different levels of achievement or ability, too often these provisions consist of traditional adjustments rather than an attempt to develop new courses specifically designed to meet differences in background, achievement, or ability. Little attempt has been made to articulate the content of freshman courses with high school offerings except in a small group of colleges which have developed programs for making achievement test data available to instructors as a basis for organizing freshman courses. On the other hand, the evidence does indicate that Minnesota colleges are carry-



ing on systematic programs for aiding freshmen to make the transition from high school to college methods of teaching. Although about 40 percent of the colleges during the last three years have made some planned attempt to obtain the advice and assistance of the high schools on a number of problems related to curriculum articulation, there is little evidence that any college has developed a systematic program for improving curriculum articulation with

the high school. Such findings as these are important to the high schools and colleges of Minnesota and open the way to further effort to improve articulation. Undoubtedly, however, the most significant outcome of this project is not the results of this study but the fact that the cooperative effort of the high schools and colleges of Minnesota in carrying this study to completion contributes to better understanding and better relationships between them.

## FURTHER ACTIVITIES OF THE CONTEST COMMITTEE OF THE COMMISSION ON SECONDARY SCHOOLS

L. B. FISHER, *Chairman*<sup>1</sup>  
*University of Illinois, Urbana, Illinois*

### RECOMMENDATIONS WITH RESPECT TO MUSIC, SPEECH, AND ART

*Music and Speech.* Contained in this report are copies of recommendations for complete programs in secondary schools for both music and speech. The recommendations with respect to music were prepared and authorized by the Music Educators National Conference of which Professor Marguerite V. Hood, University of Michigan, is President and Mr. C. V. Buttleman of Chicago is the Executive Secretary. These recommendations are officially submitted by the Music Educators National Conference. Contributions to these recommendations came from many persons in the Conference and were compiled and written by officials of the Conference.

The recommendations with respect to the complete program of speech

education in secondary schools is presented officially by the Speech Association of America. The committee which was appointed by the Executive Council of the Speech Association of America to prepare the recommendations with respect to speech included the following persons: James H. McBurney, Chairman of the committee, Dean of the School of Speech, Northwestern University, Evanston; Bower Aly, Editor of the *Quarterly Journal of Speech* and Professor of Speech, University of Missouri, Columbia; Orville Hitchcock, Executive Secretary Elect of the Speech Association of America, and Professor of Speech, State University of Iowa, Iowa City, Iowa; Loren D. Reid, Executive Secretary, Speech Association of America, and Professor of Speech, University of Missouri, Columbia; and Karl R. Wallace, Head of the Department of Speech, University of Illinois, Urbana.

<sup>1</sup> EDITOR'S NOTE: The Contest Committee made comprehensive reports to the Commission on Secondary Schools in Chicago, Thursday, March 29, 1951, in the areas of music, speech, and non-school-related organizations. No report was filed on art contests and recommendations only were made on athletics. The Commission adopted these reports "in principle" since there was no time to study each one in detail. The Committee, however, was authorized to give further attention to athletics and to give constructive publicity among member schools to its work on contests in all the fields which it had investigated.

An important development later took place when the Executive Committee of the Association at its meeting on March 30, 1951, adopted the following recommendation: "The Commission on Colleges and Universities recommends that the Executive Committee appoint a committee, representing the member high schools and higher institutions, to formulate recommendations regarding the policies of the North Central Association with regard to intercollegiate athletics. This committee would also confer with officials of the athletic conference operating in North Central Association terri-

tory, discussing with those officials the deep concern of the Association with the present situation in intercollegiate athletics and the conference rules governing the conduct of intercollegiate athletics."

On June 30 the Executive Committee appointed the following individuals as members of the "Committee on Interscholastic and Intercollegiate Athletics": J. B. Edmonson (chairman), University of Michigan, Ann Arbor, Michigan; Eugene Youngert, Oak Park and River Forest High School, Oak Park, Illinois; Lowell B. Fisher, University of Illinois, Urbana, Illinois; Glen O. Ream, Senior High School, Albuquerque, New Mexico.

This action means that the Contest Committee of the Commission on Secondary Schools will be absorbed in the larger committee and that an over-all inquiry into intercollegiate athletics in all member institutions, both secondary and higher, will come under the scrutiny of this newly created body.

[For earlier information concerning the work of the Contest Committee of the Commission on Secondary Schools, the Reader should see pages 263-79 of the *QUARTERLY* for January, 1951.]



Consultants to the committee were Hale Aarnes, Chairman, Department of Radio Education, Stephens College; Henry J. Ewbank, Professor of Speech, University of Wisconsin; Grant Fairbanks, Editor, *Journal of Speech and Hearing Disorders*, Professor of Speech, University of Illinois; Barnard Hewitt, Editor, *American Educational Theatre Journal*, Professor of Speech and Theatre, University of Illinois; and Wesley Swanson, Professor of Speech and Theatre, University of Illinois.

The Chairman of the Contest Committee worked closely with both groups during the preparation of these recommendations. Excellent cooperation and a sincere desire to improve music and speech education were evidenced at all times by both the representatives of the Music Educators National Conference and the Speech Association of America.

*Recommendations.* It is recommended that:

(1) The recommendations prepared by the Music Educators National Conference and the Speech Association of America constitute the recommendations of the North Central Association with respect to suggested programs of music and speech education.

(2) That the Commission on Secondary Schools request a sufficient appropriation to publish in brochure form these recommendations for nationwide distribution at a nominal cost.

(3) That State Committees of the Association make a determined effort to encourage implementation for improving programs of music and speech in each of the member schools of the various states of the Association.

(4) That the Chairman of each State Committee contact in each state both the Director of Extension of the State University and the Superintendent of Public Instruction, or the Commis-

sioner of Education, encouraging each to assist in the implementation of the proposed programs in music and speech.

(5) That the Contest Committee in general, and its Chairman in particular, do all possible to encourage school administrators and school boards to give serious consideration to the curricular needs of boys and girls with respect to music and speech.

(6) That each State Chairman contact the executive officer of the school board association in his state encouraging a program of informing lay people of the needs for education in music and speech.

(7) That the contest element be handled in each member school in accordance with the general principles in the recommendations presented by the music and speech educators.

*Art.* The Chairman of the Contest Committee was not able during the past year to make the appropriate contacts with the art educators that he was able to make with the music and speech educators. This inability was due solely to a matter of time, and is not to be construed as a failure of art educators to cooperate. The Chairman has now established contacts with the office of the National Art Educators Association so that further work and study can be accomplished. It is, therefore, recommended that the Contest Committee in general, and the Chairman in particular, work with the officials of the National Art Educators Association during the coming year in an effort to formulate recommendations with respect to art education in the secondary schools, such as has been done with respect to music and speech during the past year.

The recommendations for complete programs in secondary schools for both Music and Speech are as follows:

## I. RECOMMENDATIONS WITH RESPECT TO *Music*<sup>1</sup>

### I. The Child's Bill of Rights in Music

#### *Prelude*

Since our preceding biennial meeting the General Assembly of the United Nations has adopted its memorable Bill of Rights. This maintains that "the recognition of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world."

Article XXVI asserts "Everyone has the right to education which shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms."

Article XXVII adds "Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits."

It is evident that these and other sections of the preamble and thirty articles of the Declaration of Human Rights have important implications for educators throughout the world. The Music Educators National Conference submits some amplifications of certain aspects of the Bill of Rights as applied to the field of music education.

#### I

Every child has the right to full and free opportunity to explore and develop his capacities in the field of music in such ways as may bring him happiness and a sense of well-being; stimulate his imagination and stir his creative activities; and make him so responsive that he will cherish and seek to renew the fine feelings induced by music.

<sup>1</sup> As prepared and submitted to the Contest Committee by the Music Educators National Conference.

## II

As his right, every child shall have the opportunity to experience music with other people so that his own enjoyment shall be heightened and he shall be led into greater appreciation of the feelings and aspirations of others.

## III

As his right, every child shall have the opportunity to make music through being guided and instructed in singing, in playing at least one instrument both alone and with others, and, so far as his powers and interests permit, in composing music.

## IV

As his right, every child shall have opportunity to grow in musical appreciation, knowledge, and skill, through instruction equal to that given in any other subject in all the free public educational programs that may be offered to children and youths.

## V

As his right, every child shall be given the opportunity to have his interest and power in music explored and developed to the end that unusual talent may be utilized for the enrichment of the individual and society.

## VI

Every child has the right to such teaching as will sensitize, refine, elevate, and enlarge not only his appreciation of music, but also his whole affective nature, to the end that the high part such developed feeling may play in raising the stature of mankind may be revealed to him.

#### *Postlude*

A philosophy of the arts is mainly concerned with a set of values different from the material ones that rightly have a large place in a philosophy of general education. Although current



general educational concepts are often strongly materialistic, they are frequently given authority in moral and aesthetic fields in which they are inapplicable. Since moral, aesthetic, and material interests co-exist in life and are not mutually exclusive, those who would promote the arts, including music, should become acquainted with and should advocate a philosophy which affirms that *moral and aesthetic elements are equally with physical elements part of the whole.*

### *Reality*

The music teacher is, to a large extent, responsible for the implementation of the opportunities listed in our six articles. While the child must do his part in making use of them, his approach is greatly influenced by the teacher's attainments and attitudes. If the teacher is deeply and sensitively musical, follows high ideals in the practice of music, and views music as a ministration, the child is much more inclined to apply himself to the study of music, and thus come into his desired heritage. More and more the teacher must present musical material which, by its depth, intensity, and elevation, and its revelation of a buoyant spirit, shall produce significant affective reactions in our young people.

## II. Music as a Part of General Education (Music and the Common Learnings)

### *A. General Beliefs*

As indicated in the preceding statement of beliefs, all students should have the opportunity for continuing experiences with music of a general nature, planned to meet their interests and needs. The so-called general music activities of singing, playing, and listening, together with many associated activities (rhythmic, creative, reading, etc.) are considered by most educators

to be fundamental essentials in music for all children in the elementary schools. It is most important that *all* students have the opportunity available to continue these activities in keeping with their changing and developing interests and abilities in the junior and senior high school grades.

The opportunity to play an instrument, for example, is all too frequently reserved only for those secondary school students with previous instrumental experience or with the financial ability to pay for private instruction. Many young people reach the age of readiness (physically, mentally or in terms of interest) to begin to play a string, wind, percussion or keyboard instrument at the secondary school level. Such activity can be a source of tremendous individual and group satisfaction and understanding and a force of great value in the life of the adolescent, even though he be a beginner, in developing stability and self-confidence, and giving him a worthy leisure-time activity which at the same time acts as a means of awakening cultural awareness.

### *B. Special Needs and Problems*

#### *1. Acquiring use of the singing voice*

Most students can sing by the time they reach the secondary school level, but some will be found still unable to use their singing voices because of inadequate elementary school experiences or of a late development or readiness to learn to sing. Every secondary school should provide opportunity for the kind of remedial experiences such students need, and provide them in ways that will not embarrass the individual, but will rather allow for a development of a reasonable degree of self-confidence. Many talented students do not "find" their singing voices until after they reach junior or senior high school.

## 2. *The changing voice*

The fact that voices are changing during this period adds to the importance of consistent fundamental singing activity for all students. A skillful, sympathetic teacher who carries on singing activities with them regularly while the voices are changing can develop in these students an intelligent interest in their voices and a confidence in their growing vocal skill. A school schedule which makes singing experiences intermittent only, with long periods when there is no opportunity for activity, is cheating its students of valuable guidance during a crucial period of growth.

The adolescent, particularly the boy, sometimes undergoes a mental and physical reaction to vocal and choral music which tends to destroy his interest in singing. Unless the student is kept in contact with vocal music during this trying period through the variety of activities afforded by general music classes, he is likely to terminate his contact with music at this point. The general music classes of the seventh and eighth grades, consisting of singing, playing simple instruments, etc. are recommended as a means of guiding students through this period when their judgment and attitude toward singing are, because of the physical and mental changes occurring not too reliable.

## 3. *Motor control of bodily movement*

The rapid physical growth of adolescents, and the fact that this growth is frequently uneven throughout the body (some parts, such as hands and feet, growing to adult size before the rest of the body does), causes a problem of muscular control in many students. Simple rhythmic activities can do much to speed up development of a smooth control of body movement during this so-called "awkward age." Such activi-

ties can include any type of marching experience (such as is offered by band, drum corps, and similar groups), folk games, dance activities, and the playing of instruments (band, orchestra and keyboard instruments and also the various informal melody, harmony, and rhythm instruments).

## 4. *Psychological values*

Spontaneous, interested, well-directed musical activity is psychologically valuable to most adolescents. It can act as a stabilizing influence and as a force in the development of powers of attention and concentration. Also, a rapid development of emotional responses characterizes this period of a growing child's life. Many musical activities for the general student give opportunity for self-expression which acts as a satisfying emotional outlet, and assists in developing sensitivity of feeling and understanding of other individuals and groups. Such activities include singing and playing an instrument (individually and in groups), listening to music, making rhythmic response to music by bodily movement or by playing rhythm instrument accompaniments. The singing of folk, patriotic and religious songs of our own people and other nations is an activity of particular importance at this time.

## C. *Kinds of Experience in Music for the General Student*

All schools should develop the music curriculum with a view to serving every student. The practice of limiting the musical offerings to those requiring special interest, skill and accomplishment is not in accord with the basic principles of American education, which demand that the school serve the needs of *all* children. Musical experience for the general student should be planned to meet the needs of:



1. The student who may have had no previous musical background and needs at his own level of maturity of interest the most elementary of music activities from the point of view of skill required, to give him an immediate enjoyment of participation in music activities, to introduce him to possible participation in more advanced activities, and to develop in him an appreciation of the musical performances he hears.

2. The student with some interest and background in music, who does not participate in the traditional, established musical performing groups such as band, orchestra or chorus, but who may become an active amateur in music (singing, playing, listening, etc.) in the community if given some school experience through informal home room and assembly singing, the general music classes, music club activities, etc.

3. The student whose chief interest in music is derived through listening to live, recorded and broadcast music. Many of these consumers of music are not at all interested in producing music. It is important that through music appreciation classes they be given an opportunity to develop an intelligent understanding of music and the ability to enjoy the literature of great music which has become a permanent part of our cultural heritage.

*Integration of music and other subjects.* In addition to classes and activities that are specifically musical in nature, the general student will profit greatly by the regular use of music in connection with other school subjects. Musical activities and experiences lend themselves easily and naturally to integration with many general education subject areas and cores. A school music program should include such integrative experiences so that the students begin to use music effectively and

naturally in their daily living, outside of the special music class periods. Musical experiences of many different kinds have proved to be of value in such secondary school courses as those of literature, social studies, languages, physics, art, journalism, physical education and dance, dramatics, and home living. Successful planning of such integration requires the assistance of a teacher trained in music, sometimes only as an adviser, and sometimes as a participating teacher. This type of activity should not take the place of regularly scheduled musical activities, because music is an art of great interest and value in itself and requires for most uses certain skills which need time and experience to mature.

#### *D. Recommendations for the Music Curriculum for the General Student*

To provide the musical experiences outlined above for *all* students in the secondary schools, it is recommended that the instructional program in every school include specific *general music* and *music appreciation* course offerings open to every student regardless of previous experience. These courses will be in addition to the courses and performing groups designed for the students with special interest and previous training in music. School programs should also include specific attention to music experiences for everyone by means of the use of music in the teaching of other subjects, and by participation in music clubs and in regularly scheduled assembly music programs with assembly singing. (See outline for "The Instructional Program" below.)

### III. Special Education in Music

#### *A. General Beliefs*

The public school should provide additional opportunities for partici-

pation in musical activities beyond those planned for all students as a part of general education. A music curriculum designed with the sincere purpose of serving *all* students will recognize that *both the general students and those with special interest in music* must be served by curriculum offerings. These offerings should be designed to meet the special interests and aptitudes of students who desire continuing and broadening musical experiences.

The instruction given in the music courses and activities provided for this special interest group can be much more systematic and intensive than is possible in the general courses. The main purposes of such activities and courses are:

1. To give students the opportunity for growth in the practice of an art which provides activities whose interest and value continue beyond school hours during youth and in later life. The fact that most of these musical activities are usable by individuals alone, and also in small groups or large groups playing or singing together, gives them great potential value in achieving desirable use of leisure time. This objective has increased significance in the light of the current military service requirements, and the needs of servicemen.

2. To give opportunity for students to make the acquaintance of great music through studying about it, participating in its performance, and thus coming into direct touch with the cultural values inherent in it.

3. To provide opportunity for skillful performance of music by students who will, through such performances and the intensive work required to prepare for them, be benefited in the growth of such characteristics as: ability to cooperate in group activity, self-confidence, ability to adjust to strict discipline, powers of concentra-

tion, stability of disposition, ability to follow orders, etc. Such performances are also of great value to a school student body and to a community through the entertainment and cultural growth they provide.

4. To give special music students individually and in groups the opportunity for musical growth and experience aside from the areas of performance, through acquiring a good fundamental knowledge of elementary music theory, and an understanding of the use of music as a language for possible use in self-expression.

#### B. Basis for Organizing the Special Music Curriculum

Special music activities and classes should be designed to meet the needs of several groups of students:

1. Those whose enjoyment of previous participation in school music activities has made them desire further and more intensified participation in the secondary school. Such students make up the *selective performing organizations*, and although most of them are satisfied to be musical amateurs, they set for themselves and for the groups to which they belong, a high standard of excellence in serious musical performance, and they enjoy the intensive work required to attain such excellence.

2. Those students whose enjoyment of previous participation in school music activities has made them desire to continue this participation but whose chief interest is in music as a pleasant, entertaining group activity, rather than a serious art. Such students make up the *non-selective groups* which are open to all who wish to participate, and which usually require less intensive work of their members than do the selective groups.

3. Those who as secondary school students are just beginning to discover



and develop a keen interest in music, and who therefore crave a more intensive activity program than is found in the general music classes. These students are found in the *beginning classes* of all kinds (*instrumental classes, and beginning bands, orchestras, and choruses, etc.*), but their interest frequently moves them ahead to qualify for participation with more advanced groups.

4. Those few students who will plan to continue in music as a profession. A good music curriculum which is well-balanced to meet the needs of the general students as well as the one whose aim is amateur performance only, will meet most needs of these pre-professional students with an opportunity to elect courses in *music appreciation* and *history and theory*, and continually to increase their performing skill through special study and through participation in school performing groups, large and small, such students will be acquiring the solid musical foundation necessary for later specialization. At the same time they will acquire important social understandings through association with the other students in the performing groups. They will also, because of their special skills, make a substantial contribution to the activities of any school music group to which they belong.

### *C. Special Music Activities within the School Curriculum*

#### *1. Course Offerings*

Course offerings in music in the secondary school should include regularly scheduled vocal and instrumental groups, large and small; study groups like wind, string and keyboard instrumental classes, beginning choral groups, and beginning bands and orchestras; classes in music theory, appreciation and history; applied music

(school credit for private lessons under a definite school plan. See under "The Instructional Program" below). In planning and scheduling these course offerings, the importance of small vocal and instrumental groups should not be overlooked. Provision for such groups in the music program takes care of many problems of individual differences which would otherwise cause continuing difficulty in performing groups. These small groups are also very important in the carryover of school music activities into out-of-school and adult life.

#### *2. Credit for Music in the Secondary School*

It is customary to offer school credit for music courses beginning with Grade 9. The definite basis for giving such credits depends upon the situation in each individual school. Most schools offer regular academic course credit for classroom courses like music theory, music appreciation and history, and general music. Some schools consider performing groups like band, orchestra and choir as laboratory subjects, and give half the usual academic credit for participation in them. Some schools, however, have organized these performing group courses to include specific study of music theory and history and regularly scheduled outside individual practice, and then offer full academic credit for the work of the group. Credit for small ensembles must depend entirely on the local situation and the amount of time devoted to them, as well as the progress made by the group. Many schools recognize that most students participate in small ensembles because of a love for the activity, and not for credit, and allow schedule time for them, but no credit. Many schools (and some states) have definitely worked out plans for allowing school credit for private lessons,

which usually make specific arrangements for school records of the work done for credit, and also for the regular semester examination or jury which the student must take to receive the credit for work done with an outside teacher. Some schools give such credits only when the student concerned is a member of one of the school's musical organizations.

An increasing number of schools recognize music subjects as a major or a minor credit sequence in the high school. Very few students in any school care to take advantage of such a plan, but it is only reasonable to allow those students the same opportunity to do all possible study and receive credit for it, in a field which interests them to the extent of being a major or minor sequence. This allows them the same privilege as is extended to students in any other field of study in the high school, and without such a plan many students lose the opportunity for valuable pre-professional training because they must build up credit sequences in other fields. The fact that the entrance requirements of so many colleges and universities are being changed to meet these recent developments in high school credit requirements is evidence of the fact that the major or minor credit sequence in the high school is considered valuable for the student who will go on to advanced study.

#### *D. Extra-Curricular Music Activities (Contests, Festivals, Special Programs)*

##### *1. Status of Extra-Curricular Activities in Music*

Music is a subject which lends itself easily to a variety of extra-curricular uses. Part of the value of the in-school music activities is their ability to function by continuing on into after-school or out-of-school activities. These extra-curricular activities are some-

times the outcome of special clubs such as: Opera Club; Conducting Club; Record Collectors Club; Madrigal Ensemble; etc. At other times, extra-curricular music activities are a direct outcome or carryover from in-school activities. In this class fall operettas, band performances at athletic contests, music contests and festivals, and similar other activities. All of these provide possible valuable outcomes; at the same time they also present difficult problems to be solved. There are three main points to be kept in mind in evaluating any activity or course:

a. The most important factor to be considered in evaluating anything in connection with a school is its relation to the students. How valuable is it for the students concerned? Are the over-all results good enough to justify the amount of time required? The student and his needs must come first for consideration. If he is being exploited to satisfy the desires of community, school, parents or teacher, the activity is indefensible. If however, he is gaining desirable experience which he needs at this time whether this experience be musical or in human relations, and if the activity is not harming him, certainly it is both acceptable and desirable.

b. None of these extra-curricular activities in music can be substituted for a good balanced music program in the school. They can be important and extremely valuable additions to the program, supplementing it, and greatly enriching the lives of the students who participate. But no marching band or competition-festival program, or operetta, or any other such activity can fairly or feasibly be allowed to become the whole music program. Each has value only as a part of a program when used with due consideration for the needs of all the students, and not as a means of exploiting or short-changing



them. Thus the situation where the music teacher can get support or attention to music in the school only by putting on a big show, or preparing groups which win contests, is a reflection on the vision and integrity of the school administrator and level of understanding of the community. And, in the same way, the situation where the music teacher is interested only in producing top contest groups or flashy dramatic shows, without giving attention to a good program of music education throughout the school, reflects on the professional status of the teacher as a music educator. Sufficient teacher time has to be provided to meet the needs of music for both the general student and the one with special interest in music. And the music teacher and the administrator must both have the needs of the students uppermost in mind in working out a stimulating, balanced curriculum.

c. It is not possible to make one blanket statement or decision on the specific values of any of these activities with relation to all schools in general. The needs of each school are unique and should be met in the way best to serve the students in that school. All of these activities—operetta, contest, band performance, etc.—depend for their ultimate values chiefly on the way they are used by individual teachers. An activity which brings forth undesirable results in one community may be, in other places, the spearhead for valuable growth in students to the delight of community, administration, teacher and student. Each school needs to evaluate its curriculum, both in-school and out-of-school, and decide for itself what is best for its students.

2. *Public Performances* (Material taken from new information leaflet prepared for the Music Education Research Council of the MENC by Irwin Spector, Assistant Professor, Illinois

State Normal University.)

a. *Value of public performance*

- (1) Presents vital goal toward which students may strive.
- (2) Provides opportunity for outstanding programming and achievement.
- (3) Promotes continued interest in music in school and in the community.
- (4) Spreads enthusiasm of students and instructor to entire school, the parents, and to the community.
- (5) Affords means for gaining public understanding of school music programs.
- (6) Provides excellent opportunities for raising standards of musical taste of students and of the public.
- (7) Students experience opportunities for creative and artistic expression as well as social broadening.

b. *Types of performances*

- (1) Concerts or presentations similar to those presented by professional organizations.
- (2) Interdepartment collaboration.
- (3) Programs wherein music supports a particular idea even though it is incidental.
- (4) Presentation of different musical groups of varying stages of training and ability.
- (5) Presentation of original music.
- (6) Music adapted to standard or original plays.
- (7) Pageants or festivals involving several schools or even the entire community.
- (8) Cooperation with civic events and organizations. Such participation should be more fundamental than a means of publicity or for providing mere entertainment. If little or no edu-

cational benefits can result from such collaboration the opportunity for participation should be tactfully declined by the musical director or by the school authorities.

In all public performance the emphasis should be on the truly artistic elements. Let the show elements be incidental. The idea that the public prefers the simple, obvious, or trite music is a fallacy.

#### IV. Instructional Program in Music in the Secondary Schools

##### A. Areas of Instruction

###### *Junior High School*

1. *General Music Course* open to all students regardless of previous musical experience. A course offering a variety of musical activities such as playing, singing, listening, reading music, creative activity, etc.

2. *Vocal Music.* Boys' and Girls' Glee Clubs, Chorus or Choir, small vocal ensembles, assembly singing for all students.

3. *Instrumental Music.* Orchestra, Band, small instrumental ensembles, class instrumental instruction, wind, string and keyboard, for beginners and more advanced students, applied music study for credit available in Grade 9.

4. *Special Electives in Music.* In some junior high schools there is need for special elective classes in Music Appreciation and in Music Theory, especially in Grade 9.

###### *Senior High School*

1. *Vocal Music.* Boys' and Girls' Glee Clubs, Chorus, Choir, small vocal ensembles, voice classes, applied music credit for private lessons. Some of the large choral groups selective and others open for election by any interested student, unless the school is too small to allow for more than one group.

2. *General Music.* Open to all students, regardless of previous musical experience. A course similar to that described above under Junior High School, but adjusted in its content to Senior High School interests and needs.

3. *Instrumental Music.* Orchestra, Band, small ensembles, class instrumental instruction, wind, string, percussion and keyboard for beginning and advanced students, Dance Band. Orchestra and Band should be divided into beginning and advanced sections, or first and second groups, if the enrollment warrants such division.

4. *Elective Course Offerings.* Music Theory, Music Appreciation, Music History. Many high schools find it feasible to offer several years of instruction in each of these fields.

##### *For All Students in the Junior and Senior High School*

1. *Assembly Programs.* Music programs with singing by all the students, the appearance of school musical organizations, and the appearance of outside artists.

2. *Recitals and Concerts* by student performers.

3. *Educational Concerts.*

4. *Music Clubs.* Clubs devoted to those interested in certain phases of music study or related areas: Record Collectors' Club; Conducting Club; Folk Dance Club; Recorder Club; etc.

##### B. Teacher Load

Many schools are demanding too much of their music teachers. This is perhaps more true of the smaller schools than of the larger units. It is recommended that a study of the teaching load of the music specialist be made with the view to adding more staff where necessary. Standards of instruction and the welfare of the teachers engaged in the profession are jeopardized when the administration



fails to comprehend fully the physical strain involved in conducting musical activities. A balanced music program to serve all the children in the school will require that adequate teaching hours be available to do the work.

### C. *Scheduling*

The tendency to reduce the number of periods in the school day has made it impossible for many principals to properly schedule music courses. Music can contribute sufficiently to the total school program to justify a serious consideration of the problems involved in scheduling it. Such a study must give due consideration to the scheduling needs of the performing instrumental and vocal organizations as well as to their training units.

## II. RECOMMENDATIONS WITH RESPECT TO *Speech*

### A PROGRAM OF SPEECH EDUCATION<sup>1</sup>

In presenting this statement concerning speech education, the Speech Association of America is aware that in part the statement applies also to written communication. Taken as a whole, however, the statement stands for the special values that speech education can make to the personal and social development of youth in a democratic society whose vocational, professional, civic, and cultural values are realized in everyday communication through speaking and listening.

#### I. *Point of View*

A speech teacher of ancient Rome once observed that God had distinguished man from all other creatures by no other means so powerfully as by the gift of speech. A modern novelist has declared that all life comes back to the question of our speech, the means by which we communicate with one

another. If the observations of the ancient teacher and the modern novelist are sound—and most thoughtful persons agree that they are—then education for the effective use of speech is paramount for the individual and for his culture.

Speech education is determined by fundamental facts representing some of the contributions made by students of psychology, linguistics, sociology, political science, and communication, as well as by speech scientists. The basic facts are few; taken together they support a philosophy of speech education.

#### The Basic Facts of Speech

1. *Speech is learned, not inherited:* Speech becomes so much second nature that men sometimes regard it as a physical inheritance like eyes or hands or feet. But every member of the human race has to acquire his speech; he brings none of it with him. A significant part of this tremendous feat of learning is accomplished by most people before the age of six, i.e., before school age.

2. *Speech is complicated:* Considering the hindrances to the creation and communication of a single thought, human beings may marvel that they understand each other even as well as they do. One reason for the complexity of speech is that no single *organ* of speech exists. The eye sees, the ear hears. What organ speaks? Not the tongue, for all the poet's metaphor. Not the lungs alone, nor the larynx, nor the brain, though all are involved. Speech is a secondary function of many organs, each of which has a more pressing vital function: the throat is used in speaking, but its chief function is swallowing; the lungs supply the column of air for speaking, but only as an incident to maintaining the breath of life; the ear has an important function in

<sup>1</sup> As prepared and submitted to the Contest Committee by the Speech Association of America.

speech, but its primary obligation is to hear. In a sense, the whole human body is involved in every act of speech.

Language behavior is virtually equivalent to thinking behavior. Although language may be of different kinds—such as the language of mathematics and of music—the language of words is universal. Accordingly, whatever improves the use of language improves the individual's ability to think. Education is always interested in the development of thinking. One way to develop thinking is to develop speech. Through planned experience in speaking comes growth in thought and speech.

3. *The act of speech is unified:* Whereas the human being has certain senses for inward impression—such as sight, taste, touch, smell, and hearing—he has, in an overwhelming number of life situations, the single means of speech for outward expression.

The human being is most human when using language. Unlike other animals, man can use speech to point to objects and events not immediately present to him and to others; he can talk and reason about his past and plan for his future, and for such purposes he has developed a grammar, a rhetoric, and a logic. Education is always deeply concerned with humanity and with personal adjustments peculiar and proper to the human being. In seeking to develop effective use of speech, education is meeting man on his most human level, for speech and thought are so interdependent that no one is likely ever to make a clear distinction between them. In the human and social sense the mind is made of language; and for nearly everyone the major language is the speech learned in childhood.

4. *The requirements of speech vary in differing cultures:* In the simple culture of rural America in 1850, personal

anomalies of speech created relatively simple problems. The Illinois farmer in 1850, for example, probably did not require ten per cent as much speaking as most citizens of Chicago do today. If the farmer chanced to have an impediment in his speech, personal consequences might or might not have been unfortunate; but the social and vocational results were not highly significant. The geometric progression of complexities in modern life has magnified the importance of ready speech for every active member of our society and at the same time has placed heavy stresses upon the channels of communication. In a complex urban culture, the man who cannot speak well is often handicapped just as surely as the man who cannot hear well: often they are the same person. In a great city, a man who is ill in his speech may be just as unemployable as one who is deficient in vision.

Realizing all that is involved in the creation and communication of thought in our increasingly complex culture, responsible Americans should consider means of helping those persons whose physical basis for speech is inadequate but perhaps remediable. In an era when every man counts, effectual measures should be taken to redeem the speech handicapped.

### Speech and the Citizen

What of the great body of people whose speech is acceptable? What do they require of speech, and what is required of them?

The stresses of the times and the need for easy communication are present for those of normal speech just as they are for the handicapped. The grouping of people in cities, the developments in the technology of communication, the impact of the moving picture, radio, and television on American culture, and the necessities of modern



production merely suggest the ways in which speech problems have multiplied. The problems of communication have not merely increased in number: they have developed to unprecedented intensity. With the coming of radio and television language has entered into a new age: speech has been given a fourth dimension whose potential can hardly be estimated. Apparently more people must talk and more must listen today than ever before, not only because there are more people but also because they have more problems—and because they live closer together. In the union hall, in the board meeting, and in the council chamber; in consultation, in conference, and in negotiation; from the pulpit, from the platform, and from the radio and the television set talking goes on to one listener or a million. Arguments are developed, appeals are made, propaganda is insinuated into the minds and spirits of the people. How do they respond?

Communication makes possible group living; and speech, as the chief means of communication, is the universal instrument of social cooperation and coordination. From the most ordinary conversation to the most complex political discussion, speech is used more often and more widely than any other means of communication. The world of today is for most persons a speaking and listening world. It is a world, furthermore, that the great majority of youth must learn to live in without the privilege of higher education. Youth, then, must have mouths that speak and ears that hear. "Without speech I can exist," said the sage, "but I cannot live."

Speech appropriate to group living is characteristic of the individual who gets along well with others. Personality traits and attitudes seem to be most often revealed in speech, and significant development in speech is usually

accompanied by significant gains in personality. Successful communication depends upon the understanding, respect, tolerance, and sympathy which speaker and hearer have for each other. Accordingly, certain attitudes should become intimately associated with speech and speaking situations. They are the attitudes of helpfulness, cooperation, tolerance, inquiry, concession, admission, self-reliance, honesty, and conviction. Although some of these may appear more sharply in one speaking experience than in another, they are the attitudinal bases of informal speech and group discussion, of dramatics and the oral interpretation of literature, and of public speaking and debate. In speaking, as in any other learning experiences, such attitudes should be rewarded and reenforced, and antisocial attitudes, such as belligerence and egotism, should go unrewarded.

In a free society, the welfare of all the citizens depends ultimately upon public opinion. If they do not have the ability to form wise judgments on the basis of information and arguments presented to them, then the wise and the unwise will suffer together the consequences of their mutual failure to present and to comprehend wise courses of action. That men should be able rightly to conceive policies, effectively to communicate them, and readily to understand them is a matter of first importance.

If we are not to be deluded by the fraud that government by decree is safer than government by discussion and debate, then all our people must be made increasingly able to participate effectively in public affairs—in the union, in the church, in the corporation, in the legislative assembly, and in the Congress. A citizenry able to differentiate between sound and fallacious reasoning, to distinguish be-

tween acceptable and shoddy evidence, to tell an honest speaker from a verbal swindler—this is the minimum essential for the survival of a free and responsible society in a chaotic world.

### Speech and the Leader

In *The American Commonwealth* Lord Bryce set forth the ideal that every citizen in a free country should be able to formulate his opinions on public policies and to defend those opinions with arguments. Bryce readily admitted that in practice perhaps not more than one voter in twenty is so ideally equipped. The nineteen lack the ability or the information to deal with the issues of the day; or they have become so engrossed with private affairs that they have no time for public business. But if the twentieth man has the time, the energy, and the ability to state the right propositions in the right way, the nineteen may be able to reach the right conclusions.

What is the usefulness of speech to the twentieth man, the leader in the enterprises of labor, industry, and government? The leader in any group not dependent immediately on force must employ the twin arts of discourse: discussion and debate. Discussion, chiefly a method of inquiry, is a way groups of people learn: it is a means of discovering alternatives. Debate, chiefly a method of advocacy, is a way groups of people develop alternatives. As experience demonstrates, when the arts of discourse are corrupted, when the channels of communication are clogged, men resort to violence as the final arbiter. Doubtless that is one reason why the founders of the American Republic set so many safeguards around the right to speak and the correlative right to listen. For the right to make inquiry (i.e., to discuss) and the right to advocate one's convictions (i.e., to debate) are firmly fixed in the

Constitution of the United States. The right to be heard by a jury is even older than the Constitution. At the heart of true citizenship in any organization—social, economic, or political—lies the right and the obligation to utter in the most effective possible way what one believes to be true.

The twentieth man, the leader, must perforce accept the obligation with special care and purpose. Upon his ability to explain, to clarify, and to advocate his judgments rests the welfare of his group and, in the long run, of his nation and his culture.

### Speech and the Schools

The functions of the arts of speech in a democracy have been set forth because their state is critical. A generation ago John Dewey declared the essential need of the day to be "the improvement of the methods and conditions of debate, discussion, and persuasion." The situation has not changed for the better. Systematic instruction in speech is one of the oldest and most significant of the tasks entrusted by the American people to the schools. Indeed the relation between the schools and instruction in discussion, debate, and persuasion is much older even than America. The earliest schools known to the Occident dealt with a problem essentially similar to the one current today: How can we make boys and girls more useful when they talk? The consequences of the neglect of speech education can be observed in the lack of social intelligence. Unless we heed Dewey's injunction to improve the methods and conditions of debate, discussion, and persuasion, we may find ourselves lacking the basis for a technological or any other culture. We have long lived without atomic science. Whether we can live with it in the dignity of freedom depends in large measure on our ability to solve our prob-



lems through the intelligent use of the spoken word.

Discussion and debate serve democracy, and in turn democracy preserves and fosters personal integrity that springs from freedom of speech. The interaction of discussion and freedom of speech preserves personal integrity—personal conviction. In our society any speaker is free to declare, in effect, "I am saying what I believe in the way that I think best for the good of all who hear me." In a tyrannical society, he *must* say, in effect, "I am saying what I am told to say in a way approved by the Dictator for his benefit." The difference between these two statements marks the difference between personal integrity and the lack of it. To encourage and preserve discussion and debate as we know them is to preserve freedom of speech. To preserve freedom of speech is to preserve integrity in all social relationships in which communication makes a difference.

## II. *Speech and General Education in the Schools*

In keeping with the values and goals of speech education expressed above, school programs should give all pupils opportunities to improve their speech through guided experience. The essential speech activities are part of a common learnings program. They are the universal means through which basic information is acquired and social adjustments made both in and beyond the school. Through them personal relationships are facilitated or hindered; through them individuals and groups seek understanding, decision, and action.

### A. Tests of Speech and Hearing

1. Speaking: Since difficulties in voice and articulation impede communication and are sometimes asso-

ciated with social maladjustment, every pupil should know whether his voice and articulation are adequate. If his speech does not meet minimum standards, he is entitled to counsel and aid.

Although judgments and informal tests can be made by any teacher of speech, diagnosis and training in remedial speech should be undertaken by or under the guidance of a qualified speech correctionist. In cooperation with medical and counseling services available in the school and community, the correctionist can undertake adequate diagnosis and prescribe proper therapy. The correctionist can often help pupils individually, and can sometimes aid other teachers to facilitate speech improvement in group situations. An increasing number of states have standards of certification for speech correction teachers. In addition, the American Speech and Hearing Association certifies the clinical competence of its members and carries on studies designed to improve the standards and education of speech clinicians.

2. Hearing: Since the ear guides the act of speaking, every student should know whether his hearing is normal. One who has a hearing loss damaging to the perception of his speech and that of others is entitled to appropriate help. Such diagnosis and help should require the cooperative services of medical and speech specialists. Simple hearing tests, such as large-scale screening tests required in many states, can locate pupils who need the attention and treatment of specialists. In many schools hearing is tested during the regular physical examination.

### B. Speech and Learning Situations

1. General Observations: Speech is learned, not instinctive behavior. Acquiring speech through trial-and-error

and imitative methods in early life, most young people upon entrance to high school can communicate well enough to "get along" with their fellows. But if their speech is to develop appreciably beyond the minimum level, the guidance of good teachers is essential.

In the general curriculum the method of teaching may consist chiefly of planned experiences in which the practical speaking is emphasized and the knowledge of principles is subordinated, though not omitted.

Speaking experiences should be planned (a) to meet the needs of the pupil who may never have the opportunity to take a formal course in speech, and (b) to meet the social, political, and economic needs of the individual in a democratic society.

Experiences may be developed effectively within a core curriculum; invariably they should be adapted to the plan of general education in the school. Workable and progressive patterns of speaking experiences have proved valuable in general courses devoted to written and oral communication, general science, social science and the language arts. Successful integration of speaking and listening with such courses requires the knowledge of a person trained in speech, who may function as a counselor and planner and often as participating teacher.

2. Kinds of Experience in Speech: The kinds of experiences recommended can best be suggested by reference to their immediate ends: (a) to make inquiry and to disclose information; (b) to ascertain the truth and advocate it; (c) to understand literature and interpret it; (d) to know the drama and participate in it; (e) to evaluate the dynamic powers of radio, television, and the motion picture, and to respond intelligently to them.

For each of the speaking experiences

a correlative listening experience exists which is not less important than speaking. The student who would obtain and disclose information must be willing to hear it. Anyone who would advocate should also listen. Whoever would interpret literature should be able to enjoy its presentation by others. Those who would really know the drama must be able to observe as well as act. Meaningful radio and television programs require the cooperation of the listener.

(a) To make inquiry and disclose information: Experiences in making inquiry and disclosing information can be found in interviews; introductions; reports; explanations of basic concepts (such as occur in economics, civics, science, literature, history); explanation of processes (how something is done or made, how a simple mechanism works, how a society or club operates, how bodily processes function, etc.); explanation of the causes of a social movement or phenomenon; conferences; biographic sketches; reading aloud of informative materials; job and vocational requirements.

Such endeavors in the school program encourage the gathering of information from persons, reading, and observation; habits of clear organization and presentation; building of a functional vocabulary; the experience of direct, two-way communication with an audience of one's peers; the satisfaction of making useful contributions to others; listening with accuracy.

(b) To ascertain the truth and advocate it: Experience in discussion can be designed (1) to examine problems that spring out of general education materials and processes, and (2) to produce, express, explain, and support opinions, to develop a feeling for the attitudes necessary to making admissions, concessions, and compromises in order to reach group agreement, and



to provide experience as participants and as leaders. Such discussion should help to build the attitudes essential for effective participation in democratic processes, to afford training in how to take part in and to conduct meetings, to follow the path of give-and-take talk, to arrive at the issues of a problem and to clarify them, to evaluate on-the-spot evidence and facts, and to develop respect for straight argument and logical reasoning.

Experiences in advocacy can be found in the organization and management of clubs, in the practice of parliamentary law, in the discussion of controversial issues, in the debating of live propositions, and in the extemporaneous, persuasive speech prompted by the *problems* growing out of general education courses and out of a speaker's *conviction* that he has a position to recommend to his hearers for acceptance.

Persuasive speaking holds certain personal and social values not directly associated with informative speaking: sense of *public responsibility* for one's views on controversial questions; personal integrity and confidence that springs from conviction and the successful presentation of the grounds of conviction.

(c) To understand literature and interpret it: Experiences in understanding literature and interpreting it can be provided only through good literature whose full meaning requires oral expression. The reading of prose and poetry aloud encourages full mental and emotional responsiveness to written symbols. Close and accurate observation of printed matter enlarges the spoken vocabulary and illustrates the satisfaction derived from communication which gives pleasure to others.

(d) To know the drama and interpret it: Experiences can consist of original dramatizations of significant

events dealt with in the general curriculum and of productions of standard plays which in whole or in part are adapted to the content and activities of the general curriculum. Creating and playing roles develops insight into human emotional and aesthetic values; expressiveness of voice and body is enhanced; the foundation is laid for the appreciation of the cultural contributions of the theater and dramatic literature.

(e) To evaluate the dynamic powers of radio, television, and the motion picture, and to respond intelligently to them: Experiences in radio listening and in evaluating of program content can be provided in almost any classroom; many classrooms can provide experiences in television. As a motivating force in a speech program and as a means of providing further insight into radio and television, programs can be developed; if other facilities are not available, a room-to-room or public address system broadcast can be used. Although few schools can afford to make motion pictures, many schools use educational films. These, and the professional entertainment film, can be employed to study the film, as an art and a means of mass communication, with attention to production methods and social effects.

### III. *Speech in Specialized Education*

Beyond the learnings in speech essential to all students, schools should provide additional opportunities to challenge those who may have special interests and aptitudes, to train those who may take leadership roles, and to serve those who realize that speech is essential to their vocational and professional activities.

In specialized education instruction in speech becomes more systematic and intensive than is possible in general

education. Teaching, therefore, centers on two main purposes: (a) understanding of the principles, causes, and conditions which promote success in speaking effectively, and (b) guided experience marked by direct application of principles to practice. These purposes are achieved both by courses in speech in the school curriculum and through high level experience in school activities outside the classroom.

#### A. In the School Curriculum

The diversity of educational activities and the resources of schools determine the kind and extent of instruction. Nevertheless, the essentials of a sound minimum program may be suggested in the following central topics:

1. Fundamentals: How speech sounds are made, care and improvement of the voice, the essentials of distinct utterance and acceptable pronunciation, poise, and self-management, personality and speech.

2. Reading Aloud: The application of principles to a variety of materials and activities, including choral and group reading.

3. Discussion: Its values, aims, and chief forms, including procedure adapted to the conference and committee.

4. Debate: Its aims, methods, and practices, including its relation to discussion, to parliamentary law, and to the functioning of our society.

5. Public Speaking: Its aims, methods, and chief forms.

6. Drama and Theater: The qualities of a good play, the conditions and requirements for producing the play, the social and personal values of play participation, acting and role-playing, representative plays, and the creation of one's own play.

7. Radio, Television, and Motion Picture: The qualities of an effective broadcast, the differences between radio and television, the demands of

radio and television on the speaker and listener, and the functioning of radio and television in our culture; the purposes, chief production methods and techniques, and the social effects of the motion picture.

The requirements of the radio medium can be met by the adaptation of the materials and experience included within each topic.

In practice the seven topics appear in high school courses in various combinations:

- (a) A two-semester course, frequently called Fundamentals of Speech or Oral Communication, during the Junior year and dealing with all six topics.

- (b) A two-semester course devoted to fundamentals, discussion, debate and public speaking, and a semester course devoted to reading aloud and drama and theater.

- (c) A semester course centering on fundamentals and reading aloud, a semester course on discussion, debate and public speaking, and a semester course on drama and theater.

- (d) A semester course dealing with discussion, debate and public speaking, with some attention to fundamentals and reading aloud.

- (e) A semester course dealing with the personal and social implications of radio, television, and the moving picture.

The number and character of the special courses must *extend* and *complement* the experiences in speech provided in the general education offerings of the school.

The educational record of the teacher who develops and participates in the speech program should disclose specialized college or university training in the seven topics above. If speech is the major teaching subject the teacher may have emphasized (1) oral reading, theatre and drama, or (2) public speak-



ing, discussion and debate, or (3) radio and television; nevertheless, the teacher will have had supporting courses in all areas of speech. In semester hours the record will show 20-26. If speech is the second teaching subject, the teacher will have had at least one course in each area of speech; in terms of semester hours the teacher's record will show 16-20.

*Equipment and Supplies.* For the proper testing of speech and hearing an audiometer is essential; a machine for recording speech is standard equipment. The speech correction teacher requires tests and materials for examination and retraining procedures.

Play production is most readily carried on with modern theatre facilities, but where a stage and auditorium are not available much can be accomplished with adequate space and seating arrangements and with minimum materials for scene construction and lighting. Adequate time and space for rehearsal and for scene construction are the great essentials.

The classroom ordinarily affords satisfactory surroundings for most experiences in discussion and speechmaking. Arranging seats to permit face-to-face talk facilitates discussion.

An adequate debate program is absolutely dependent on ready access to a good library or to the latest books or articles on the proposition debated.

A good program in radio, television, and the mass media requires a motion picture projector, a tape recorder, a microphone, a radio, and (when practical) a TV receiver. Much can be done with radio speaking if a public address system is available and if acoustics are reasonably good. The large school may desire a radio studio to permit preparation for occasional broadcast programs. If programs are to be transcribed for later presentation, recording equipment of good quality should be available.

## B. In Extra-curricular Activities

The chief educational goal of extra-class and inter-scholastic activities in speech must be clearly comprehended. Such activities give the pupil of special aptitude an opportunity for more intensive and extended experience than is possible either in formal courses or in the general education program. In the small school they may provide the only training in speech.

Principals and teachers therefore should treat the inter-scholastic speech activities as having educational values identical with those that govern classroom instruction in speech. Accordingly, these recommendations are offered:

1. That extra-class events be regarded as the counterpart of curricular instruction.

2. That extra-class events be integrated as closely as possible with class instruction.

3. That extra-class speech activities be taught by a person whose qualifications are in every sense equal to those of persons teaching speech in courses.

4. That the person teaching speech activities be given every right and privilege of other teachers, including the right to have the extra-class teaching counted in the teacher load.

Standards in extra-class instruction in speech cannot be maintained unless teachers and administrators conscientiously observe these recommendations. Even the most highly qualified teacher of speech activities requires time and energy for them. Speech events guided by a teacher of inadequate and narrow preparation or by one whose burden of duties permits only superficial last-minute preparation cannot well be expected to develop or continue an adequate speech program.

The wise principal and the qualified teacher, furthermore, should be mind-

ful of the standards, forms, and regulations in speech activities which are determined and administered by state or national associations. The North Central Association and the Speech Association of America recommend that all groups which sponsor and administer speech contests keep in close touch with each other; that they seek advice and counsel of teachers of speech through their state and national organizations with a view to constant improvement of the speech events they administer. Such associations are concerned with the number and kinds of activities, the length of the season in each event, the encouragement of broad local participation, the educational goals of activities, criteria for the evaluation of events, the choice of qualified critic judges and observers, and the schedules. The responsible agencies do not seek to legislate uniformity in these matters; rather they make it possible and convenient that students and teachers, meeting together on an interscholastic basis, may gain much from mutual observation, evaluation, and comment on common enterprises in speech.

Recognizing that interscholastic speech contests tend to become institutionalized and slow to change to meet modern social conditions, and believing that schools and teachers everywhere would be helped in their efforts to improve contests, the NCA and the SAA join in making the following recommendations:

1. Keeping the *educational* values of speech in today's society in mind, teachers and administrators should evaluate the aims, methods, and procedures of speech activities as they now exist. Although the names and forms of activities vary considerably, the following titles are widely used: public speaking, oratory, radio speaking, debate, dramatics, oratorical declama-

tion, humorous reading, dramatic declamation, prose reading, verse speaking, choral reading. Are all these events as appropriate today as they may have been 20 years ago? Does declamation (the memorized reading), for example, find a place among communicative situations today?

2. In events devoted to the oral reading of prose and poetry for appreciation and pleasure, reading from the page rather than speaking from memory should be encouraged. Some experiences in sight reading should be offered.

3. An event devoted to and emphasizing group discussion would appear to be highly desirable. Such an event should be genuinely motivated toward the acquiring of understanding and technique in committee and conference procedures as well as in discussion as an enterprise in group learning.

4. The teaching of debating should be extended to include in addition to the traditional forms, other procedures, especially those of the legislative type. The Moot Court, the Debators Assembly, and the Student Congress all provide useful and possibly interesting variants from standard forms and all seem well designed to meet the essential purpose of scholastic debate, i.e., the teaching of advocacy. In all school debates greater emphasis should be placed on the speakers' talking to an audience. Possibly desirable or necessary as an exercise or as a rehearsal, tournament debating in an empty room can not be justified as an end in itself. Does not every student of debating have the right to speak before a genuine audience at least as often as he speaks in a tournament rehearsal?

5. Events concerned with public speaking should emphasize extemporaneous speaking, i.e., the original speech which is carefully prepared but whose language is not memorized word-



for-word. An event might be the panel-forum and any event could well require questions from the audience.

6. Activities planned to provide experiences in radio and television should include speaking, acting, writing, and producing, as well as listening. The planning and management of broadcasts are useful not only as a method of mastering of techniques but also as a motivating factor in learning essential principles of speech and as a means of developing intelligent listening.

7. In dramatic contests, good plays should be chosen to meet the needs of students, school, and community. The stock contest piece is too often undertaken merely because it has been a "winner."

8. The types of awards, the method of awarding them, and the manner of presenting them should be carefully examined with a view to their educational and psychological implications. To encourage the proper response, interscholastic meetings might well be called *festivals* or *conferences* rather than contests. The students' work may well be evaluated by the use of general categories such as superior, good, average. Contestants should have the opportunity to learn the bases of the judge's or critic's evaluation of their work. Interscholastic meetings will attain their greatest value when participants and teachers ask *first*, "How can we improve?" not "Who won?"

Extra-class occasions for speaking should be as real and as meaningful as possible. In speaking, discussion, and debate, subjects and problems can often be in tune with the interests of the school and the community. Opportunities are afforded by the school assembly, clubs, the school council, class meetings, and the like; civic groups often welcome students who are prepared to offer them something of interest. Plays, and scenes from plays, can

be chosen not only for their entertainment values but for their insight into basic human problems, character, and behavior.

### III. RECOMMENDATIONS REGARDING PUPIL ORGANIZATIONS IN SECOND- ARY SCHOOLS WITH SPECIAL REFERENCE TO THE KI- WANIS SPONSORED KEY CLUBS

I. *Introduction.* The Contest Committee has been charged with the responsibility of making a study of clubs and organizations in member secondary schools that are chiefly sponsored by organizations not directly connected with secondary education. The Kiwanis sponsored Key Clubs seem to have been the motivation for study by the Contest Committee of the North Central Association.

The Contest Committee has studied this situation thoroughly, and would like to present some basic principles involved, both with respect to the responsibility of the Association, and the responsibility of the individual member schools.

It is commonly understood that one of the basic purposes of the North Central Association is to offer leadership for member schools with respect to acceptable practices, procedures, and goals. It is further understood that the North Central Association should not act in the role of actually solving particular problems for member schools, but should rather provide general principles under which particular problems in individual member schools can be discussed, and possibly solved. It is one of the professed beliefs of the North Central Association that local control of schools in a democracy is highly important, and should not only be retained, but encouraged. Particular decisions should be made by local school authorities within the framework of

acceptable general principles of operation. Actual decisions with respect to particulars and the implementing of acceptable practices and procedures should be the prerogative of the individual member school officers, including the board of education, the administrators, the teachers, and the pupils.

In accordance with this point of view, then, it would seem inappropriate for the North Central Association to formulate a specific Regulation with respect to a particular high school pupil organization or club.

## II. *Some Basic Principles for the Organization of High School Pupil Clubs.*

A significant purpose of pupil organizations and clubs in secondary schools is that of serving both the needs of individual pupils and the school society as a whole. It is recognized that no pupil organization should exist in secondary schools merely for the sake of the organization itself. Unless a pupil organization serves a very real need of the pupils involved, or the school group as a whole, such organizations can not be educationally defended or justified.

The manner in which secondary school clubs are organized and operated is most significant, especially with respect to providing opportunities for pupils to have experiences in democratic situations.

All school clubs should emerge from needs and interests which emanate from the curricular interests of pupils, general school needs, group needs, or recognized community needs and interests.

When it becomes apparent that there is a genuine need for and interest in the organization of a new club, the organization of a new club should be dealt with in accordance with the procedures adopted by the school for initiating a new club. The proposal to organize a new club should be originated by the pupils themselves in the form of a

petition from the pupils so interested to the student council of the school. The student council should be charged with the responsibility of studying the proposed new organization, keeping in mind the following: (1) No new club should be organized which proposes to provide opportunities which are currently provided by a club now existent in the school, or when such opportunities can be provided by class work, or can be secured by individual pupils through other existing school facilities. (2) No club should be permitted in a member school which discriminates with respect to social status or race. (3) No club should be permitted to organize which seems to have as its basic purpose a means for selecting a group of persons who might segregate themselves into a social clique. (4) Membership in a particular club should be open to all students who possess interests and abilities to function effectively within the framework of the purposes of the club. (5) The pupils should propose the names of the persons whom they wish to sponsor the club. (6) After due consideration by the student council, a recommendation from the council should be presented to the faculty and the principal of the high school, who in turn will act in accordance with the responsibility placed upon the principal and the faculty in a secondary school. If both the faculty and the student council feel that the proposed club can serve a real purpose in the secondary school, then the student council should proceed to charter the club, after it has been in operation for a reasonable length of time. (7) All clubs should report periodically to the student council with respect to their activities and their financial condition. The student council should review annually the work of each club and submit such review to the faculty and the principal. (8) Any club which has



affiliations with outside organizations should channel all responsibility to the outside organization through the student council. (9) No club should be organized within a member secondary school which ignores the accepted channels of communication governing existing organizations within the school.

III. *With Respect to the Kiwanis Sponsored Key Clubs.* The following recommendations deal with the Kiwanis sponsored Key Clubs: (1) There should be a real need for and interest in the organization of a Key Club on the part of both the pupils and the faculty. The proposal for the organization of a Key Club in a member secondary school should originate with the pupils and pass through the regular channel provided by the member school. (2) There should not be pressure brought to bear on the administrator, the faculty, or the pupils by members of the local Kiwanis Club to organize a Key Club within the school. Both Kiwanis International and local Kiwanis Clubs should make known this service to the pupils and the faculty, however. (3) The present Constitution of Key Clubs International is not now in all respects in accordance with the general principles briefly outlined in this report. Officers of Kiwanis International, however, have expressed a sincere willingness to initiate such changes in procedure and the Constitution so that Key Clubs can be organized in member schools within the framework of these general principles.

It is therefore recommended that a committee be appointed which shall be given the responsibility for working with the officers of Kiwanis International to recommend changes in the procedures and the Constitution of Key Clubs International, so that such clubs can be organized in member schools in accordance with the general principles

set forth in this report. The committee should be composed of the following: (a) the Chairman of the Commission on Secondary Schools of the North Central Association, (b) The Chairman and one member of the Contest Committee of the North Central Association. (c) At least three school administrators of secondary schools which have Kiwanis Clubs and who should be selected by the appropriate officials of Kiwanis International. (d) The Director of Key Clubs International and all other officers of the International office who wish to be part of the committee.

When acceptable changes are complete in the Constitution of Key Clubs International, it shall be the responsibility of the Chairman of the Contest Committee to present a report to the Administrative Committee of the North Central Association. The Administrative Committee upon finding this report acceptable should then notify each of the member schools of the Association.

The Chairman of the Contest Committee wishes to add at this point that in all relationships the officers of Kiwanis International have been most cooperative and have at all times expressed a desire to cooperate with the North Central Association in making needed changes which will be acceptable.

#### IV. RECOMMENDATIONS WITH RESPECT TO ATHLETIC CONTESTS

The Contest Committee wishes to re-state its belief that interscholastic athletics have a real place in the experiences of the pupils in the secondary schools. Special attention should be given to the following however:

1. State Committees of the North Central Association in cooperation with state high school athletic associations should continue to study the effects of state high school athletic tourna-

ments not only upon the education program of the schools, but also upon the individual students involved. Such events should contribute to desirable educational outcomes. Some undesirable educational outcomes have been noted in some state high school athletic tournaments. Any such practices should be quickly eliminated by appropriate officials.

2. State Committees of the Association and the state high school athletic association should make a determined effort to limit the number of interscholastic athletic contests so that no one activity of the high school deprives other activities of sufficient time. Activities of all kinds during mid-week should be avoided, if possible. It is realized, however, that with the number of activities in most secondary schools, it is almost impossible to avoid this altogether. The Committee feels that in far too many cases some secondary schools schedule excessive numbers of interscholastic contests each season. This is a matter that should be dealt with by individual State committees and state high school athletic associations. No one activity of a member secondary school should dominate the school, including interscholastic athletics.

#### V. RECOMMENDATIONS WITH RESPECT TO TEACHING AIDS PROVIDED FREE OF CHARGE BY GROUPS OUTSIDE OF THE FIELD OF FORMAL EDUCATION

It is rather commonly recognized among administrators that many worthwhile teaching aids in the form of literature, films and other visual aids are available free of charge from groups other than educational groups. It is also recognized that some of these teaching aids are possibly not desirable, since many times advertising is over-emphasized or an attempt is made to indoctrinate certain beliefs or ideas which are not desirable for the welfare of a democracy. It appears that some efforts have been made by outside organizations or persons to place so-called "subversive" literature in some schools so that it would be available to pupils. So that acceptable free material can be used by schools, and in an effort to discover and prohibit undesirable materials, it is recommended that each member High School handle this situation locally in a way which local officials feel will be most effective. Some system for handling this should be set up by each member secondary school.



## A PROGRAM OF MUSIC EDUCATION<sup>1</sup>

RUSSELL V. MORGAN

*Director of Music, Cleveland Public Schools, Cleveland, Ohio*

THE DEVELOPMENT in pupils of a sense of beauty is one of the primary purposes of education. The opportunity for growth in aesthetic, emotional, and spiritual responses is missing too often in the present-day educational program. Musical experience must be a vibrant emotional and aesthetic expression and not, as frequently happens, "cold storage memory and digital dexterity." Participation in music as a performer or a listener should provide a series of thrilling moments; good educational procedure is to seize these moments of excited curiosity for maximum accomplishment.

Good music makes sense, and that means a logical structure calling for intellectual understanding and evaluation. The physical basis of rhythm is well established. The sensory response involved in hearing beauty of tone and combinations of tones is most important. Perhaps the heart of response to music is in emotional reaction to a performance. Complete musical experience is a balance and a blend of four types of musical expression. These four types of musical experience—intellectual, physical, sensory, and emotional—are essential if music is to bring richness and satisfaction to our young people.

Music educators have subscribed quite universally to the idea of a balanced program of musical experience in the kindergarten and through the elementary grades. This program involves a number of areas of music instruction and recommends that they be coordinated to unify and enrich the experi-

ence of the pupil. These areas include: listening, singing, rhythmic activities, playing an instrument, and creative activities. Music reading has a place in such a program, with most authorities suggesting that kindergarten and the first three grades be concerned with visual experience of rote songs, and developing the power to read in the upper elementary grades. With music such a common expression for all people, it would seem shortsighted to permit our young people to remain musically illiterate.

The majority of our school systems have a required course in music from kindergarten through the eighth grade. This means that every pupil has musical instruction to some degree, and many schools provide additional activity for the more talented by means of special choirs, orchestras, and instrumental classes.

At present, there are some serious questions about the musical opportunities for young people in grades nine, ten, eleven, and twelve. Few schools require music in these grades, and place all musical activities upon the elective, and sometimes, the selective basis. A limited number of pupils—usually those who can sing or play well—are members of the vocal and instrumental classes. A much larger group, many of whom would like to be reasonably informed about, and fairly well acquainted with, the musical repertory that they will hear at concerts, over the radio and television, etc., find themselves completely excluded from any musical opportunity. Such a situation does not call for abandonment of the band, orchestra, and choir. These groups are valuable and need to be carried on, but with, perhaps, a slight

<sup>1</sup> EDITOR'S NOTE: This article and the one by Mr. Zimmerman which immediately follows are published here because of their philosophical implications. They are not part of the report of the Contest Committee.

change in purpose and action.

Digital dexterity or technical skill is really a valuable possession, but that alone does not make the musician, and far too many boys and girls graduate from our high schools with a rather facile technic upon some instrument but without any real understanding of musical literature, certainly one of the basic objectives of any music course.

Music contests have been blamed for this over-emphasis on technical performance, which perhaps is not quite a fair criticism. The writer has followed the contest movement closely since its real beginning in 1926. At that time, very few vocal or instrumental organizations possessed either technic or tone quality. A national band contest in Fostoria, Ohio, brought together some twenty bands from all parts of the United States. Judges made written comments as they do now and were forced to rank each band as first, second, third, and so on. The committee in charge asked for numerical grading and deducted one-half point for each instrument missing from a "standard instrumentation list." Within five years the growth in standard instrumentation was nationwide. Then it was discovered that some misguided directors were spending most of the school year rehearsing the two or three numbers that were to be played in the contest. That problem was solved to a great extent by adding a sight-reading test for each entry and lowering the grade received in performance if the sight reading was poorly done. To build up sight-reading power, it is necessary to read a great deal of literature through the year and this prevents concentration on two or three musical numbers for a whole year.

A little later, the idea of "Pace-makers in Music" came to the fore and the ranking system that caused so much bitterness was replaced by the rating system through which any num-

ber of performing groups might be placed in first rating if they deserved that placement.

It is true that contests can be worthless or worse; but they may also serve a good purpose. There are times when a school group should not enter a contest and there are times when a contest may be of great value. It is a striking scene when fifteen choral clubs are in competition, with every club hearing the performance of all the others and showing by applause that they recognize variations in quality of performance. And interestingly enough, an applause meter would coincide rather accurately with the opinion of the judges.

The one striking objection to contests would be in the apparent weight of importance given to performing groups over such classes as "Listening" or "Theory." It is true that many music teachers and many principals place too much importance on performing organizations at the expense of a larger group in the schools who find that their musical education stops completely as they enter high school.

Perhaps the next great step forward in music education in America will be the conviction that the aesthetic, emotional, and spiritual life of the high school pupil deserves active attention. At present there are required courses in English and American literature, and why should we not require at least a semester each of music literature and art literature in our high schools? The master composers and some of their representative works should be a part of every citizen's life. It is possible that our secondary schools have concerned themselves too much with the material or tangible things of this life and with the techniques of living together in one world, but have overlooked the obligation to so equip each individual that his life will be interesting and rewarding



whether he is alone or with a group.

The sense of beauty concerning which Santayana<sup>2</sup> writes so movingly can truly become one of the riches which the world cannot take away. The "well furnished mind" is a priceless possession, becoming more valuable with every year. It is true that we must equip young people to support themselves and to have needed knowledge of the world in which they live, but it is at least as important to teach them how to see, hear, and enjoy the beautiful experiences that are available to them in this good world.

<sup>2</sup> George Santayana, *The Sense of Beauty*, New York: Charles Scribner's Sons, 1896.

Ultimately the secondary school will realize the need of another faculty member in addition to the vocal and instrumental teachers. This new music teacher will be well equipped in knowledge of musical literature, musical history, and theory as well as being a person whose obvious delight in music is contagious. When such provision for the welfare of students is made, then we can say truthfully that we are providing adequate music education for *all* of America's young people. It is not a question of doing less for those now in our music classes, but answering the need of the others who will become the great consuming public in a truly musical America.

## THE PLACE AND FUNCTION OF MUSIC IN THE SECONDARY SCHOOL

ALEX ZIMMERMAN

*Director of Music Education, San Diego City Schools, San Diego, California*

WITH THE current discussion of "artificial goals" prevailing in school music circles everywhere, it would behoove both principal and music teacher to evaluate the place and function of music in the secondary school—both as it exists in most of our American Schools and as to the place an expanding music program should occupy in the curriculum.

As a focal point for beginning this evaluation it is necessary to consider the point of view upon which the program should be built. The following is submitted as a means of creating a point of view or common ground from which our discussion can emanate.<sup>1</sup>

Music offerings on the secondary level are broad and varied enough to attract as large a group of students as is feasible in the all-inclusive program of the modern school.

Music is integrated with other subjects whenever possible.

If at all possible, some musical experience is provided for every student.

Occasional assembly sings provide an outlet for the entire student body. In addition, general music classes requiring no prerequisites are offered to spread the effectiveness of music for all.

The secondary curriculum provides for musical organizations which encourage participation by talented young people.

Public appearances of music groups in the community are an important part of the training of young musicians.

Public appearances of music groups must not result in exploitation of the students.

Participants in the music organizations realize the importance of their future contribution to the general culture of the community (church and civic choirs, orchestras, bands, and ensembles of all types).

Music, the universal language, is an effective means for achieving the high ideals and realization of a true interchange of all cultures.

Folk music of all cultures makes pupils proud of their heritage and gives them an understanding of the oneness of the human race.

It is obvious at the outset, therefore, that the complete music program involves activities for every student as well as for the musically talented. What are the specific courses which the modern school should offer to achieve the objectives suggested by the above "point of view"? Briefly, something like the following list and descriptions should suffice:

1. *General Music Class.* The effectiveness of music in the lives of all people, regardless of innate musical talents, has long been recognized by the educator. Hence a course should be included which meets the needs of the pupil at whatever musical level he may be and leads him to a realization that "music is for everybody." This course is not to be confused with the old "music appreciation" offering.

2. *Choral Organizations.* The basic value of choral organizations may be said to be: (1) the enrichment of the life of the individual through vocal musical experience and (2) development of vocal skills and techniques which will enable the individual to use, to the utmost of his ability, the gift he may have in music, whether it be in performance or in the appreciation of the performance of others. Choral groups in the modern secondary school should take the form of mixed chorus, girls' glee clubs, and boys' glee clubs. It should be pointed out that large groups of students can participate effectively in choral organizations. The size of the groups need be limited only by the skill and effectiveness of the teacher,

<sup>1</sup> A summation by a group of some sixty music teachers in the San Diego City Schools. It appears in that system's "Secondary Curriculum Guide," p. 161. (Copyright 1951.)



and the physical setup, materials, and equipment.

3. *Orchestra*. Orchestra provides vital musical experience for the student and creates in him an abiding interest in orchestral music both as a listener and as a performer.

4. *Band*. School bands afford a splendid opportunity to teach music and school citizenship. This encompasses far more than playing a few tunes at a basketball game and working diligently for months on three pieces to be played at a contest.

5. *Music Theory*. The study of music theory is of value to those students for whom music has a general and cultural interest, as well as those for whom music has a professional interest. High school music theory should fit the needs of both groups.

6. *Music History and Appreciation*. History of music, as a science, and music appreciation, as an art, are complements of each other and, therefore, in a combined course each illuminates the other.

There has been much discussion and debate about the place of the contest and competition-festival in the secondary school music picture. As one who has adjudicated at contests in many parts of the country over a period of many years, the writer knows that some of the criticisms leveled at the music contest are valid. He would like to indicate also that a good adjudicator is almost always able to detect the special pressure that has been applied to make the student "win-conscious" regardless of all other considerations.

Is the contest a true motivation, or is it an artificial one which certain teachers need? From years of experience as a high school music teacher as well as an adjudicator of school music contests, the writer is convinced that the teachers with top flight perform-

ances at contests would remain the leaders of top flight groups if contests were eliminated. Their groups are superior because of superior teaching and the inspiration which a great teacher gives! To credit the contest with these results is wrong. Also to blame the contest for lack of them is wrong.

It seems to this writer that there is also another artificial goal which is often overlooked—and probably a more insidious one than the contest—the exploitation of the students in the matter of public appearances and pressures in their own community. In many schools this evil far exceeds the contest evil in respect to hindering a real instructional program. The necessity of getting ready for the continuous round of public appearances makes a real developmental music program in the performing organizations an impossibility.

A good music organization is like an athletic team. It is necessary for the group to get "under fire" to be successful. However, the number of public performances can soon become staggering. Often the teacher, with mistaken notions of virtuosity, uses these public appearances for his own aggrandizement, and the welfare and growth of students is forgotten. Sometimes the teacher needs the protection of a good principal to prevent the public from making excessive demands. A certain high school choral group recently made twenty-eight public appearances in one month! Imagine! The writer observed a small ensemble last April which was performing the same (and only) three numbers which it had performed the previous October. The group had learned the three numbers at the outset of the school year and was so busy performing them all year long that no new music had been learned. Yet this ensemble was meeting

as a regular high school class and receiving regular credit for the activity. During a visit in the classroom, the group was using the class period for study and the teacher explained that since the group performed at any time of day or night at any place it was necessary to allow the students to use the assigned time as a preparation for other classes. Can the contest at its worst offer a condition as bad as this?

It seems, therefore, that the matter of extended day activities—in every field in the secondary school—needs careful scrutiny in its effect upon both the instructional program and the personality development of our young people.

What is the solution to the “artificial goal” dilemma? A good principal and a good music teacher! There is no substitution for either! The good principal will see that a real instructional program is set up and carried out, and will realize the necessity for adequate teacher time to do it. He will place the welfare of students first in all of the activities of his school. He will see that

the public is correctly informed about the complete school program. If he and his music teacher think the department needs to be motivated by a contest he will see that the activity is carried on properly.

The good teacher will always remember that the school is organized to serve the students. He will build all of the activity program around the welfare of the young people. He will indoctrinate the youth with humility so that in the event the group enters a contest, both students and townspeople will survive the experience with the true knowledge that the activity represents but a small segment of the broad music education program.

If the music teachers and principals work together to provide such desirable music experiences for the students in their schools, they will seldom feel the need to stop and worry about what is or is not an artificial goal. Real live goals will be so much in evidence that the old “artificial” bogey will die a natural and permanent death.



## TREASURER'S REPORT FOR THE FISCAL YEAR

July 1, 1950-June 30, 1951

R. NELSON SNIDER, *Treasurer*

THE treasurer submits the following audit of his accounts for the fiscal year, July 1, 1950 to June 30, 1951, as reported by Koeneman, Borger, Krouse & Dinius, Certified Public Accountants of Fort Wayne, Indiana. This firm has been retained by the North Central Association to maintain a perpetual audit of the books and records maintained at the treasurer's office. The following audit is dated August 10, 1951.

Dear Sir:

We [Koeneman, Borger, Krouse & Dinius] have examined the books and records maintained at your office as Treasurer of the North Central Association of Colleges and Secondary Schools for the year ended June 30, 1951, and submit herewith our report in the following exhibits, schedules and comments pertaining thereto:

Exhibit "A" —Balance Sheet, June 30, 1951;

Exhibit "B" —Statement of Cash Receipts and Disbursements for the years ended June 30, 1951 and June 30, 1950;

Schedule "B-1"—Statement of Income and Expenses—General Fund—for the years ended June 30, 1951 and June 30, 1950;

Schedule "B-2"—Statement of Expenses for the years ended June 30, 1951 and June 30, 1950.

### COMMENTS ON BALANCE SHEET

*Cash on deposit—\$37,374.62*

The cash funds of the Association were on deposit at June 30, 1951, in the following banks:

The Peoples Trust & Savings Co., Fort Wayne, Indiana.....	\$17,740.58
Lincoln National Bank and Trust Company, Fort Wayne, Indiana.....	9,575.55
Continental Illinois National Bank and Trust Co., Chicago, Illinois.....	5,000.00
South Holland Trust & Savings Bank, South Holland, Illinois.....	5,058.49
	<hr/>
	\$37,374.62
	<hr/>

The bank balances at June 30, 1951 were verified directly with the depositories and the amounts reported to us were reconciled with the amounts shown on the books.

Copies of the official receipts for cash received by the Treasurer were traced to the cash receipts records and to the records of deposits in the banks. The disbursement vouchers were examined and were found to be properly authorized. The cancelled checks returned by the banks were examined and were traced to the cash disbursement records.

The cash on deposit includes \$14,508.34, belonging to the Liberal Arts Education Study account, and \$5,300.06 belonging to the account of the subcommittee on Institutions for Teachers' Education.

*Revolving Funds with Secretaries of Commissions—\$1,354.17*

The balances in the Revolving Funds held by the Secretaries of Commissions and the "QUARTERLY" office were verified by examining their reports as of June 30, 1951 as made to the Treasurer of the Association.

Disbursements from the Revolving Funds are reported periodically by the Secretaries in charge of the funds. The Secretaries are reimbursed by the Treasurer in accordance with the reports submitted.

The following amounts were reported as of June 30, 1951:

Dr. Edgar G. Johnston, Secretary, Commission on Secondary Schools  
Trust Fund, Secondary Commission  
University of Michigan

Balance in account..... \$ 150.00

Mr. Norman Burns, Secretary, Commission on Colleges and Universities

Cash on hand..... \$ 11.54

Cash on deposit, University National Bank, Chicago..... 555.42 566.96

Dr. G. W. Rosenlof, Secretary, North Central Association of Colleges and Secondary Schools

Balance in account..... 176.60

Dr. Harlan C. Koch, Managing Editor, North Central Association QUARTERLY

Balance in account..... 460.61

\$1,354.17

#### *Due from member—\$7.26*

The foregoing amount represents a duplicate reimbursement of expenses to Webster High School, Tulsa, Oklahoma. A request for refund has been made.

#### *Liberal Arts Education Study—\$14,508.34*

Exhibit "B" presents the total receipts and disbursements of the Liberal Arts Education Study Fund. It will be noted that the income exceeded the expenditures for the year ended June 30, 1951 by \$2,182.94, and this amount added to the balance at July 1, 1950 makes the Fund balance at June 30, 1951, \$14,508.34.

#### *Institutions for Teachers' Education—\$5,300.06*

The cash received for Institutions for Teachers' Education is carried as a fund balance and accordingly is not included in the income of the General Fund. During the year ended June 30, 1951, the cash collections exceeded the expenditures by \$1,700.06 making the fund balance \$5,300.06, as at June 30, 1951.

#### *General Fund—\$17,129.08*

The General Fund balance was increased \$1,552.93 for the year ended June 30, 1951, this amount being the excess of the income over the expenses during the year. The balance in the General Fund at June 30, 1951, as shown in Exhibit "B," is \$17,129.08.

#### COMMENTS ON ACTIVITIES

The gross income of the Association for the year ended June 30, 1951 was \$78,575.71. Of this amount, \$55,320.02 represents receipts for membership fees. The expenses for the year amounted to \$77,022.78. Accordingly, the income exceeded the expenses for the year ended June 30, 1951 by \$1,552.93, as compared with an excess of income over expense for the previous year of \$5,506.12.

A condensed summary of the income and expense in comparative form for the years ending June 30, 1951 and June 30, 1950 is as follows:

	Year Ended		Increase
	6-30-51	6-30-50	(Decrease)
<i>Income</i>			
Membership fees.....	\$55,320.02	\$54,510.00	\$ 810.02
Membership fees paid in advance.....	10.00	—	10.00
Application fees.....	700.00	570.00	130.00
Inspection and survey fees.....	16,382.86	14,845.32	1,537.54
Sale of quarterlies.....	1,157.14	1,547.80	( 390.66)
Sale of manuals and schedules.....	270.47	383.68	( 113.21)
Sale of Form "A-3".....	1,621.44	3,437.23	(1,815.79)
Registration fees—annual meeting.....	1,385.00	1,559.00	( 174.00)
Royalties, reprints and miscellaneous.....	1,504.49	2,311.82	( 807.33)
Closed bank liquidation.....	224.29	—	224.29
Total Income.....	\$78,575.71	\$79,164.85	\$ ( 589.14)
<i>Expenses</i> .....	77,022.78	73,658.73	3,364.05
<i>Excess of Income over Expenses</i> .....	\$ 1,552.93	\$ 5,506.12	\$(3,953.19)



The details of the General Fund income and expenses for the years ended June 30, 1951 and June 30, 1950 are shown in Schedule "B-1." Further details of the expenses are presented in Schedule "B-2."

The Treasurer of the Association is bonded in the amount of \$10,000.00, and his Secretary is bonded in the amount of \$5,000.00. The bonds issued by The Ohio Casualty Insurance Company were examined by us.

## GENERAL

Our examination was confined to an audit of the cash receipts and disbursements of the Association as recorded by the Treasurer. In addition to the cash balances and the receivable, the Association is said to own certain unrecorded other assets consisting principally of office equipment at various offices. No attempt was made to determine the amount or value of this equipment.

In our opinion, subject to the representations of the secretaries of the revolving funds as to balances controlled by them, the accompanying balance sheet and statement of income and expenses present fairly the financial position of the North Central Association of Colleges and Secondary Schools, as at June 30, 1951, and the results of its financial operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

KOENEMAN, BORGER, KROUSE & DINIUS  
Certified Public Accountants

## Exhibit "A"

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

BALANCE SHEET, JUNE 30, 1951

## ASSETS

## Cash:

On deposit.....	\$37,374.62
Revolving Funds with Secretaries of Commissions.....	1,354.17

Total Working Funds.....	\$38,728.79
--------------------------	-------------

Due from Member.....	7.26
----------------------	------

Total Assets.....	\$38,736.05
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## FUND BALANCES AND LIABILITIES

Withheld taxes payable.....	\$	444.40
Liberal Arts Education Study.....		14,508.34
Institutions for Teachers' Education.....		5,300.06
Revolving Funds—Secretaries of Commissions.....		1,354.17

## General Fund:

Balance July 1, 1950.....	\$15,576.15	
Add excess of income over expenses for the year ended June 30, 1951 (Schedule "B-1").....	1,552.93	17,129.08

Total Fund Balances and Liabilities.....	\$38,736.05
--	-------------

*Exhibit "B"*

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
 R. NELSON SNIDER, TREASURER  
 STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS  
 FOR THE YEARS ENDED JUNE 30, 1951 AND JUNE 30, 1950

	<i>Balance July 1, 1949</i>	<i>Receipts 1949-50</i>	<i>Total</i>	<i>Disburse- ments 1949-50</i>	<i>Balance June 30, 1950</i>
<i>1949-50:</i>					
Liberal Arts Education Study	\$ 7,834.19	\$ 17,554.48	\$ 25,388.67	\$13,063.27	\$12,325.40
Institutions for Teachers' Ed- ucation	2,350.00	5,000.00	7,350.00	3,750.00	3,600.00
General Fund.....	10,070.03	79,164.85	89,234.88	73,658.73	15,576.15
Total.....	<u>\$20,254.22</u>	<u>\$101,719.33</u>	<u>\$121,973.55</u>	<u>\$90,472.00</u>	<u>\$31,501.55</u>
<i>1950-51:</i>					
Liberal Arts Education Study	\$12,325.40	\$ 17,256.17	\$ 29,581.57	\$15,073.23	\$14,508.34
Institutions for Teachers' Ed- ucation.....	3,600.00	7,227.50	10,827.50	5,527.44	5,300.06
General Fund.....	15,576.15	78,575.71	94,151.86	77,022.78	17,129.08
Temporary loan*.....	—	1,100.00	1,100.00	1,100.00	—
Total.....	<u>\$31,501.55</u>	<u>\$104,159.38</u>	<u>\$135,660.93</u>	<u>\$98,723.45</u>	<u>\$36,937.48</u>

\* A temporary loan to the Association by the South Side High School, Fort Wayne, Indiana, was made to provide funds for R. Nelson Snider, Treasurer, until the Association funds were transferred from Dr. William E. McVey, retiring Treasurer.

*Schedule "B-1"*

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
 R. NELSON SNIDER, TREASURER  
 STATEMENT OF INCOME AND EXPENSES—GENERAL FUND  
 FOR THE YEARS ENDED JUNE 30, 1951 AND JUNE 30, 1950

	<i>Year Ended 6-30-51</i>	<i>Year Ended 6-30-50</i>	<i>Increase (Decrease)</i>
<i>Income:</i>			
<i>Membership Dues:</i>			
Universities and colleges.....	\$22,425.00	\$21,675.00	750.00
Junior colleges.....	2,025.00	2,025.00	—
Secondary schools.....	30,870.02	30,810.00	60.02
	<u>\$55,320.02</u>	<u>\$54,510.00</u>	<u>\$ 810.02</u>
Membership dues paid in advance.....	10.00	—	10.00
Application fees.....	700.00	570.00	130.00
Inspection and survey fees.....	16,382.86	14,845.32	1,537.54
Registration fees—annual meeting.....	1,385.00	1,559.00	( 174.00)
Total Fees.....	<u>\$73,797.88</u>	<u>\$71,484.32</u>	<u>\$ 2,313.56</u>
<i>Other Income:</i>			
Sale of QUARTERLIES.....	1,157.14	1,547.80	( 390.66)
Sale of manuals and schedules.....	270.47	383.68	( 113.21)
Sale of Form "A-3".....	1,621.44	3,437.23	(1,815.79)
<i>Fletcher-American National Bank:</i>			
Balance from liquidation.....	224.29	—	224.29



Royalties, reprints, faculty record blanks and miscellaneous income.....	1,504.49	2,311.82	( 807.33)
Total Other Income.....	\$ 4,777.83	\$ 7,680.53	\$(2,902.70)
Total Income.....	\$78,575.71	\$79,164.85	\$ ( 589.14)

*Expense:*

Commission on research and service.....	\$ 2,967.45	\$ 3,206.26	\$( 238.81)
Commission on secondary schools.....	16,980.05	14,333.74	2,646.31
Commission on colleges and universities.....	12,430.63	11,450.15	980.48
Executive committee.....	2,201.94	3,836.00	(1,634.06)
Quarterly office.....	11,013.02	9,398.62	1,614.40
Secretary's office.....	3,262.54	3,194.79	67.75
Treasurer's office.....	2,786.70	2,812.25	( 25.55)
General association.....	5,666.16	5,327.24	338.92
Annual meeting.....	2,768.91	1,941.44	827.47
Junior College Committee.....	—	1,044.10	(1,044.10)
High school—College Relationship Committee.....	448.73	922.62	(473.89)
Inspection and survey expenses.....	16,382.86	14,763.31	1,619.55
Sale of Form "A-3" expenses.....	—	1,423.26	(1,423.26)
Royalties paid.....	106.54	—	106.54
Bank service charges.....	7.25	4.95	2.30
Total Expenses.....	\$77,022.78	\$73,658.73	\$ 3,364.05
Net Income.....	\$ 1,552.93	\$ 5,506.12	\$(3,953.19)

*Schedule "B-2"*

## NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

R. NELSON SNIDER, TREASURER

## STATEMENT OF EXPENSES

FOR THE YEARS ENDED JUNE 30, 1951 AND JUNE 30, 1950

	Year Ended 6-30-51	Year Ended 6-30-50	Increase (Decrease)
<i>Commission on Research and Service:</i>			
Steering committee.....	\$ 205.69	\$ 327.74	\$( 122.05)
Committee on experimental units.....	639.56	804.24	( 164.68)
Committee on Teacher Education:			
Directing Committee.....	152.87	—	152.87
Teacher personnel.....	—	41.15	( 41.15)
Liberal Arts Education.....	472.54	626.59	( 154.05)
In Service Education.....	506.70	719.43	( 212.73)
Institutions for Teacher Education.....	499.86	399.19	100.67
Committee on Teacher Education in Complex Institutions.....	314.38	—	314.38
Council on Cooperation.....	100.00	—	100.00
Library Teachers' Education.....	—	236.30	( 236.30)
Committee on Exploration and New Studies.....	—	3.96	( 3.96)
Committee on Guidance.....	—	47.66	( 47.66)
Committee on Public Relations.....	75.85	—	75.85
Total Commission on Research and Service.....	\$ 2,967.45	\$ 3,206.26	\$( 238.81)

	<i>Year Ended</i> 6-30-51	<i>Year Ended</i> 6-30-50	<i>Increase</i> <i>(Decrease)</i>
<i>Commission on Secondary Schools:</i>			
Secretary's Office:			
Clerical assistance.....	\$ 2,849.65	\$ 2,160.00	\$ 689.65
Postage and incidentals.....	106.04	148.13	( 42.09)
State Chairman Fall Meeting.....	2,020.31	1,800.00	220.31
Secretarial assistance at Chicago.....	100.00	100.00	—
Office of Chairman.....	400.00	300.00	100.00
State Committee.....	8,411.00	7,606.50	804.50
Administrative Committee.....	954.60	649.02	305.58
Committee of the Commission:			
Cooperative Committee on Research.....	354.42	235.57	118.85
Contest Committee.....	748.41	410.64	337.77
Committee on Dependent Schools.....	225.00	225.00	—
Report Form Committee.....	810.62	698.88	111.74
Total Commission on Secondary Schools.....	<u>\$16,980.05</u>	<u>\$14,333.74</u>	<u>\$ 2,646.31</u>
<i>Commission on Colleges and Universities:</i>			
Office of Secretary:			
Salaries.....	\$ 7,460.04	\$ 7,000.00	\$ 460.04
Postage and incidentals.....	931.46	1,111.58	( 180.21)
Temporary assistance.....	699.50	500.00	199.50
Board of Review.....	1,380.17	1,171.57	208.60
Special studies and revision of schedules.....	1,959.46	1,667.00	292.46
Total Commission on Colleges and Universities..	<u>\$12,430.63</u>	<u>\$11,450.15</u>	<u>\$ 980.48</u>
<i>Executive Committee Meetings.....</i>	<u>\$ 2,201.94</u>	<u>\$ 3,836.00</u>	<u>\$(1,634.06)</u>
<i>QUARTERLY Office:</i>			
Clerical assistance.....	\$ 2,400.00	\$ 2,299.92	\$ 100.08
Postage and incidentals.....	126.82	98.70	28.12
QUARTERLY issues.....	8,486.20	7,000.00	1,486.20
Total QUARTERLY Office.....	<u>\$11,013.02</u>	<u>\$ 9,398.62</u>	<u>\$ 1,614.40</u>
<i>Secretary's Office:</i>			
Clerical assistance.....	\$ 3,000.00	\$ 3,000.00	\$ —
Postage and incidentals.....	262.54	194.79	67.75
Total Secretary's Office.....	<u>\$ 3,262.54</u>	<u>\$ 3,194.79</u>	<u>\$ 67.75</u>
<i>Treasurer's Office:</i>			
Clerical assistance.....	\$ 2,400.00	\$ 2,400.00	\$ —
Miscellaneous.....	61.85	100.00	( 38.15)
Postage.....	45.00	42.25	2.75
Bond.....	54.85	45.00	9.85
Audit.....	175.00	175.00	—
Notary Fees.....	50.00	50.00	—
Total Treasurer's Office.....	<u>\$ 2,786.70</u>	<u>\$ 2,812.25</u>	<u>\$( 25.55)</u>



*General Association:*

Traveling expense.....	\$ 1,276.93	\$ 716.22	\$ 560.71
Printing.....	4,283.96	4,400.06	( 116.10)
Miscellaneous.....	105.27	210.96	( 105.69)

Total General Association.....	\$ 5,666.16	\$ 5,327.24	\$ 338.92
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Annual Meeting.....	\$ 2,768.91	\$ 1,941.44	\$ 827.47
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Junior College Committee.....	\$ —	\$ 1,044.10	\$(1,044.10)
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High School-College Relationship.....	\$ 448.73	\$ 922.62	\$( 473.89)
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*Inspection and Survey Expense:*

Traveling expenses, editing, typing reports, etc.....	\$16,382.86	\$14,763.31	\$ 1,619.55
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Sale of Form "A-3" Expenses.....	\$ —	\$ 1,423.26	\$(1,423.26)
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*Other:*

Royalties paid.....	\$ 106.54	\$	\$ 106.54
Bank service charges.....	7.25	4.95	2.30

Total Other.....	\$ 113.79	\$ 4.95	\$ 108.84
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Total Expenses.....	\$77,022.78	\$73,658.73	\$ 3,364.05
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## PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION<sup>1</sup>

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY. Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service
  - A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
    1. *Atomic Energy*, by WILL R. BURNETT
    2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
    3. *Housing in the United States*, by A. W. TROELSTRUP
    4. *Latin America and Its Future*, by RYLAND W. CRARY
    5. *Maps and Facts for World Understanding*
    6. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
    7. *The Federal Government and You*
    8. *Youth and Jobs*, by DOUGLAS S. WARD
    9. *The Family and You*, by HENRY A. BOWMAN
  - B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
    1. *Sprouting Your Wings*, by Bruce H. Guild
  - C. Pamphlets produced as outgrowths of committee studies and projects.
    1. A Study of Teacher Certification
    2. Developing the Health Education Program.
    3. Attacking Reading Problems in Secondary Schools.
    4. Developing Intergroup Relations in School and Community Life. ((25¢)
    5. Better Teaching Through Audio-Visual Materials. (10¢)
    6. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
    7. Cooperation between Secondary Schools and Colleges—a report prepared for the Committee on High School-College Relations of the North Central Association by Manning M. Patillo, Jr., and Lorence Stout, University of Chicago. (15¢ for single copies; 5¢ or more mailed to one address 12¢ a copy).
    8. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11 New York.
  - D. Syllabus—*Functional Health Teaching*, by LYNDA M. WEBER. Published and distributed by Ginn and Company, Chicago
- III. Publications of the Commission on Secondary Schools. Distributed free to members of the Commission and member schools
  - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
  - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications of the Commission on Colleges and Universities. Available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
  - A. *Revised Manual of Accrediting*, July, 1941. \$2.00 (unbound)
  - B. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00
  - C. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge
    1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941

<sup>1</sup> Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, College of Education, University of Minnesota, Minneapolis.



2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
3. "Principles of Freedom in Teaching and Research." An extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*
4. "Report of the Committee on Physical Education and Athletics," June, 1933
5. "Conditions Surrounding the Offering of the Master's Degree," by E. B. STOFFER, October, 1937
6. "Professional Education in Physical Education," by D. OBERTEUFFER, April, 1940
7. "Nursing Education in Higher Institutions of the North Central Association," by LUCILE PETRY, April, 1941
8. "Survey of Music Education in the North Central Association," by ALBERT RIEMEN-SCHNEIDER, October, 1941
9. "The Institutional Purposes of Seventy-five North Central Colleges," by MELVIN W. HYDE and EMIL LEFFLER, January, 1942
10. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON, October, 1943
11. "Report of the Committee on Postwar Education," April, 1946
12. "Faculty Status in Member Colleges and Universities of the North Central Association of Colleges and Secondary Schools, 1945-46," by JOHN H. RUSSEL and NORMAN BURNS, April, 1948

V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies

- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 744 Jackson Place, Washington 6, D. C. \$5.00.
- B. Publications of Cooperative Study of Secondary School Standards. Available from 744 Jackson Place, Washington, D. C.
  1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
  2. *Evaluative Criteria* (1950 Edition), paper \$2.50; set of separate sections \$2.50 each
  3. *Educational Temperatures* (1940 Edition), \$1.25

VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.

VII. "Know Your North Central Association."





THE NORTH CENTRAL ASSOCIATION  
QUARTERLY

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# THE NORTH CENTRAL ASSOCIATION QUARTERLY

*Volume XXVI*

JANUARY 1952

*Number 3*

## ASSOCIATION NOTES AND EDITORIAL COMMENTS

### THE HIGH SCHOOL LOOKS AT COLLEGE ATHLETICS

AGAIN the attention of the readers of *THE QUARTERLY* is directed to the work of the Special Committee on Intercollegiate and Interscholastic Athletics. Those who follow the activities of the Association with some care will remember that in these columns announcement was made last October of the creation of the above committee including the names of the men who compose it. At that time it was pointed out that the high caliber of these individuals guarantees a constructive approach to the tangled problems of competitive athletics in colleges and secondary schools. Although their commission naturally does not extend beyond the geographical boundaries of North Central territory, the national ramifications of their problem have already focused the attention of prominent persons in non-North Central areas upon their work. Evidence of this fact appears in the very brief account of the December conference in Chicago which Dean J. B. Edmonson, chairman, released for publication in this issue of *THE QUARTERLY*.

The Edmonson article emphasizes a statement of problems prepared by Charles A. Semler and his committee, all of whom are footnoted in the article in question; namely, "Problems of Intercollegiate Athletics as They Affect Secondary Schools." Probably no more competent or interested individual than Mr. Semler could have

been found to direct the deliberations of this committee. All of his fellow high school principals in Michigan recognize his, by now, permanent and discriminating interest in all aspects of interscholastic athletics which led to his election to the presidency of the National Federation of State High School Athletic Associations. From the eminence of this important office, no idle words flowed into the statement of problems cited above.

We are given to understand that the basic proposals of the Semler committee aroused keen interest at the Chicago conference, continuing from the general session into the group discussions in the afternoon. As a result, the Edmonson committee has made arrangements to follow up a conference action to send copies of these proposals to each higher institution in the Association and to each of the nineteen State Chairmen for further attention.

Once more is manifest the advantage of a closely articulated Association in the handling of important issues. Although the committee appointed by the American Council on Education to clean up athletics has caught the headlines of a national press, it is quite likely that the very scope of its geographical assignment and the heterogeneous conditions which it must console somehow, threaten its eventual success. Thus far the "family feeling," the "We are all in this together" attitude so characteristic of the North Central Association has not been ap-

parent in the news releases about the activities of the Council's committee.

HARLAN C. KOCH

NEW RESEARCH PROJECTS PLANNED  
BY THE COOPERATING COMMITTEE  
ON RESEARCH

THE COOPERATING COMMITTEE on Research, which is one of the five committees of the Commission on Secondary Schools, has undertaken the development of several new projects. Brief descriptions follow.

*G.E.D. Tests.*—Continuing criticism of the practices in the use of the General Education Development Tests and problems and issues arising from the emergency in Korea led the Administrative Committee of the Commission on Secondary Schools to request that a study be made of the practices in the use of the Tests and of the implications concerning their future use. Mr. H. Pat Wardlaw of the Missouri State Department of Education has accepted the responsibility for conducting this study. A questionnaire has been distributed to State Departments of Education and other agencies or persons concerned with the use of the Tests. Excellent returns to the questionnaire have been received and the analysis of the data will be completed in the near future.<sup>1</sup>

*High-school librarian.*—The Committee on the High-School Librarian made its report in March, 1950. This report dealt almost entirely with proposals for changes in the standards for a high-school librarian. It was the belief of the Committee on Cooperation in Research that before any further changes in standards are made that there should be a more fundamental study dealing with two problems: 1. What should be the nature of the work of the school librarian? 2. What should

be the education of the librarian for the work he should undertake? The Administrative Committee agreed with this point of view and consequently it is referring this problem to the Commission on Research and Service for a more complete investigation.

*High-school summer sessions.*—In November, 1949, the Administrative Committee requested that the Committee on Cooperation in Research institute a study of high-school summer sessions based on the returns from Form C for 1948. Mr. Stephen Romine, of the University of Colorado, accepted the responsibility for making this study. A preliminary report was made to the State Chairmen at their meeting in Urbana, Illinois, on October 8-9, 1950. The final report will be published in an early issue of *The North Central Association Quarterly*.

*High school-college relations.*—The Committee on High School-College Relations which was inaugurated as the result of proposals by the Committee on Cooperation in Research has continued its activities during the past year. Its most notable accomplishment has been an analysis of the literature in this area which was published in the January, 1951, issue of *The North Central Association Quarterly*.

In concluding this report, it seems appropriate to note that Dr. D. H. Eikenberry who served with distinction on this Committee from its inception found it necessary to resign because of ill health. Dr. Leon Waskin, of the Michigan State Department of Education, was chosen by the Administrative Committee to serve the unexpired term of office.

CHARLES W. BOARDMAN

CURRENT USE OF THE EVALUATIVE  
CRITERIA

MANY NORTH CENTRAL schools assisted in the formation of the Coopera-

<sup>1</sup> Mr. Wardlaw's report is published in this number of *THE QUARTERLY*.—EDITOR.



tive Study of Secondary School Standards in 1933 and in developing the *Standards* published in 1940. Those who worked in the original study will remember that it grew out of a dissatisfaction with inflexible quantitative standards for accrediting member schools. The North Central Association can be proud of the major share the Association took in the establishment of the original study. It was truly a pioneering effort which is still having a marked effect on the procedure for accrediting schools throughout this and some other countries. Probably the most important of its uses has been to encourage a greater number of individual schools to evaluate their own strengths and weaknesses.

Experience gained from almost ten years of use in many schools indicated the desirability of a rather extensive revision to improve techniques and to incorporate new materials. This revision has taken two years and has been the work of many people serving under the direction of the General Committee in which group this Association has continuously held membership. The Criteria have been expanded to include many subject-matter fields not covered in the original study. More emphasis has been placed on self-evaluation. More aid and encouragement has been provided in the development of a philosophy adapted to the particular community served by a given school. Summaries have been simplified. Greater emphasis has been placed on qualitative ratings.

Since the *Revision* has been in print less than a year, it is too early to know just how effective the changes will be. It is interesting to know that the *Revision* has been well received by schools over the country. Up to February 1, 1951, the American Council on Education has filled over \$48,000 worth of orders and substantial reprinting is already necessary. Over 11,000 complete

copies and over 45,000 additional separate sections have been sold.

Up to the present time more use of the *Revision* has been made in the territory of the Middle Atlantic and Southern Associations than in the North Central, but reports from the twenty State Chairmen indicate that fifteen states require a complete evaluation for new schools seeking admission to the Association and that such an evaluation is urged in three of the four states not requiring it. In almost all cases where an evaluation is made a visiting committee is used, usually after a self-evaluation by the school. State chairmen report that so far as they know the *Revision* is not being used in any great number of member schools beyond securing the data incorporated in the Special Report forms. Opinion is equally divided as to whether the use of the Special Report forms encourages or discourages more extensive use of the Evaluative Criteria as such. The majority of the state committees recommend and explain the *Revision* in regional meetings and field visits to member schools. At least one state is considering the use of the Evaluative Criteria for "marginal" member schools.

Generally speaking, evidence received so far has shown a very favorable reception of the 1950 *Revision* of the Criteria. Dr. Carl Franzén, a member of the General Committee of the Cooperative Study from this Association, has been requested by the Committee to prepare material for securing information on the experiences of schools using the revised Criteria. He will doubtless be able to give a more comprehensive report at a subsequent meeting of this Association when the 1950 edition will have been in circulation over a sufficient period of time to gather more evidence.

HAROLD C. MARDIS

POLICIES, PROCEDURES, AND CRITERIA  
OF THE STUDENT ACTIVITIES COM-  
MITTEE OF THE MICHIGAN SEC-  
ONDARY SCHOOLS ASSOCIATION<sup>1</sup>

*Policy I*

Name

THE COMMITTEE shall be known as the Student Activities Committee of the Michigan Secondary Schools Association.

*Policy II*

Membership

The membership shall consist of four high school principals in addition to the chairman, with two appointed for two-year terms each (calendar years 1952 and 1953) and two appointed for one-year terms each (1952). After 1952, all appointments will be for two-year terms. These appointments are to be made by the president of the M.S.S.A. The membership shall also have two superintendents of schools, one to be appointed for two-year terms (1952 and 1953) and the second for a one-year term (1952). After 1952, the appointment of superintendents shall be for two-year terms. These appointments are to be made by the president of the Michigan Association of School Administrators.

*Policy III*

Scope of Committee Work

The committee shall review, approve, or disapprove contests, festivals, clinics, and conferences. The committee does not assume functions of ap-

proval or disapproval for activities conducted solely within any city or county. The committee will assist sponsors in developing activities that might make the best significant educational contribution.

*Procedure I*

Committee Meetings

The committee shall meet three times each year, in April, in September and preceding or during the annual meeting of the Michigan Secondary Schools Association. Special meetings may be called at the discretion of the chairman. All requests for approval of activities that are presented before the April and September meetings will be reviewed at these meetings.

*Procedure II*

Approval of Activities

Approval of an activity shall be for one year only. It shall be the duty of the chairman to mail application blanks to all sponsors on the approved activity list at least thirty days preceding the committee meeting at which the activity is to be reviewed.

*Procedure III*

Violations

In the event that an activity on the approved list is in violation of a criterion, the sponsor shall be invited to the next meeting of the committee. If the violation persists, the activity may not be approved.

*Procedure IV*

Publication of Approved Activities

All activities approved in the April and September meetings of the committee shall be published in the next issue of *News of the Week*, the *Michigan Secondary Schools Association Bulletin*, and the *Michigan Educational Journal*.

<sup>1</sup> This statement was recently adopted by the Michigan Secondary Schools Association. It represents how one North Central state plans to handle activities of various sorts, including contests. The question of contests, in particular, has held the attention of the Commission on Secondary Schools for a long time. For the constructive reports of the Contest Committee, now the Activities Committee on contests, the reader should turn to THE QUARTERLY for April and October, 1951.—EDITOR.



## CONTRIBUTORS TO THIS ISSUE

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## BOARDS OF EDUCATION AND THE NORTH CENTRAL ASSOCIATION

W. C. JACQUIN<sup>1</sup>

*Peoria, Illinois*

IN DISCUSSING the general subject, "The North Central Association of Colleges and Secondary Schools," it is rather difficult to decide, as an individual layman and school board member, just what my viewpoint and opinion is.

Not too many years ago our Board of Education had a unique experience. Our school system was visited by a representative of the North Central Association. Some defects, in this man's opinion, were found. Some of our members at that time endeavored to find what the situation really was, including the relationship of the North Central Association to our Board. We were told that it was none of our business and in due time we would learn. As a layman board member, how would you have reacted? Our Board still carries that scar.

In the spring of 1949, in my opinion as a result of numerous such incidents as ours, and the general attitude exhibited by the State Committee prior to the abolition of the High School Visitors Office at the University of Illinois, the Illinois School Board Association appointed a committee to investigate the relationships of the North Central Association with Boards of Education in Illinois. Seven school board members together with staff members of the Illinois School Board Association have served on that committee for two and a half years. During that time we have learned a great deal.

<sup>1</sup> *Editor's Note:* Mr. W. C. Jacquin is a member of the Board of Education at Peoria, Illinois, the second largest city in the State. He is also a member of the Co-ordinating Committee of the Illinois Association of School Boards with the Illinois State Committee of the North Central Association.

A number of joint meetings have been held with the Illinois State Committee of the North Central Association. We found the State Committee most co-operative, trying to find answers to the same problems as we were. It might be well to state at this point that the Illinois State Committee of the North Central Association made no excuses for its predecessors. They felt, and so did our committee, that our job was to analyze the present and do something for the future relationships between the North Central Association and the Boards of Education operating high schools.

Early in the series of meetings of the Joint Committee (as I shall now call it) it was discovered and agreed that whatever might be determined or recommended was going to be brought about by a common-sense approach on the part of the North Central Association or the Illinois School Board Association or both. There is no magic substitute for "Do the job yourself, instead of waiting for others to get around to doing it—maybe!" I might add that in my opinion this attitude has prevailed during the two and a half years' meetings of the two groups and still does.

One of the first things which became apparent to the Joint Committee was the astounding lack of information and understanding about what the North Central Association is, its purpose and how it operates. This shortcoming applied to both school boards and administrators, with more emphasis on the school administrators because it is part of their work to keep their Boards fully informed. Steps were taken to correct this basic defect in relationships



and are constantly being implemented further in an effort to bring conscious understanding of purpose, by all affected, of the work of the North Central Association. When this status becomes effective, much will have been accomplished, but it is a never ending task due to the turnover of school board membership and school administrators.

Much has been heard and written about the extra-legal status of the North Central Association. To me, the answer is very simple, although it may come as a bit of a shock to school boards and their members. Whatever the so-called extra-legal status of the North Central Association and its authority over high schools in Illinois may be, the Boards of Education are responsible for it and have allowed it to come to be. The North Central Association is a voluntary association of high schools and higher institutions organized for an agreed purpose. Such type of an association is common today and is obvious to everyone. Each and every Board of Education controls legally its high school in every phase of its activities. So therefore, if a high school belongs to the North Central Association, the inescapable fact remains that its Board of Education has acquiesced, one way or another, in its being a member. It matters not whether a Board has done so by direct action, indifference, or default. The mere fact that school funds are used to pay the annual dues is sufficient; or the fact that through delegated authority to the school administrator a delegate attends the Annual Meeting of the North Central, that is sufficient. Regardless of how impractical it might be, a Board of Education could even send a board member as an official delegate if it wished. That school boards do not exercise their legal authority does not change the fact

that, in the aggregate, Boards of Education give the North Central Association whatever status it enjoys over secondary education. A high school is not compelled to belong to the North Central Association, yet in the aggregate, most have voluntarily joined.

In my examination of the North Central Association and its rules and criteria, I find nothing basically wrong as a voluntary organization of high schools existing with the legal approval, specific or tacit, of their Boards of Education. Rather it is the human equation, as in anything, in our procedures resulting from our interpretation and understanding of the rules and criteria of the North Central Association that makes the difference. Like any tool of collective human affairs, everything depends on how we use it. Let us blame no one but ourselves, educator and board member alike, for any lack of attainment of the purposes of the North Central Association.

Accrediting is a function of the North Central Association that is much discussed, praised, and decried. To me, accrediting is merely the result of the sum total of activities of a high school as measured by a standard agreed to by all members of the North Central Association. The real purpose of the Commission on Secondary Schools of the North Central Association is to maintain a minimum standard of high-school performance in all phases that will insure a competent educational experience for all students. That there must be minimum standards in existence for secondary educational performance, I do not believe anyone would dispute. Who, then, should develop and maintain those minimum standards?

Can an individual Board of Education maintain minimum standards of education, let alone develop them? There would be too much variance

among schools. Then there would be interested groups on the local board levels which might make adherence to a standard very difficult. I think the practical difficulties are obvious.

Next, can the office of the State Superintendent of Public Instruction maintain a minimum standard? What I say here is entirely without prejudice because our Joint Committee in Illinois has received only the highest understanding and co-operation from the State Superintendent and his representative on our Joint Committee. What I have said about maintenance of standards on the local level applies equally to the State level. My answer is that no politically elected official should have custody of adequate minimum standards of education. The fact that they may have to set one by law begs the question of proper enforcement.

Where then should be the repository of minimum standards of education? In whose hands can it best be maintained? My answer is the North Central Association, where those collectively interested in, responsible for, and working with educational operations can impartially judge the activities of those high schools which voluntarily want it that way. The high-school members have no other concern than measuring themselves against the accepted standard of performance because that is the reason they joined the North Central Association. *Q.E.D.*

How well the standards of the North Central Association are interpreted and hence lived up to, is another question concerning which there is an important factor lacking. Of this I shall speak later. For practical purposes of operation most of the interpretation and application of the *North Central Association Regulations, Policies, and Criteria* is done through the State Committees. The State Committee has the task of

applying the North Central Association's standards of performance to the specific problems within the state. How do these problems arise? They arise at the local Board of Education level because of difference in attitudes toward a given matter between educators and laymen. It is usually when the laymen—whether board members or from the community—and the professional educator or administrator do not see eye to eye that a problem is created. They might even agree, and still create a problem. Agreeing or disagreeing on a given matter, the problem comes into being when that action affects the standard of education which has been agreed to by virtue of its high school(s) being a member of the North Central Association. Under such circumstances, not to take action would be to destroy the standard of education, as agreed as good, by that school and its responsible Board of Education.

Earlier, I said there was an important factor lacking in the North Central Association's maintenance of its standards. This lack is the absence of the layman's understanding and approach to school problems. Heretofore, at the State Committee level, these problems affecting educational standards have been judged and recommendations made solely by professional educators. They are handicapped by experience only as professional educators in their own field. Since the schools are operated as a service to the community, it naturally follows that the lay viewpoint and judgment should be brought to play on the maintenance of the North Central Association's standards for education. It is best that the plaintiff is not also the judge, otherwise the defendant will not receive a fair chance.

What I have just said, in my opinion, also applies equally to the Illinois High School Association or any state



athletic association. In fact, I do not see too much justification for the I.H.S.A. as an independent association. The same men cast their votes in the North Central Association and in the Illinois High School Association. I think the high school activity in its entirety would be better served and administered by one set of standards and one association. Athletics, and such, are just as much a part of the total curricular program as the classroom. Why have two sets of rules and criteria?

We have heard recently that the Legislative Commission appointed to investigate the North Central Association [in Illinois] has organized and is to hold its first hearing soon. Such a hearing held to bring forth all the facts impartially will be good. Whatever there is about the North Central Association, and its purpose and activities, should be known. The more widespread this knowledge becomes, the better it will be for education in Illinois. If there is no secret about the source of the authority of the North Central Association, and, I have indicated that that source of authority is the Boards of Education, then the facts will speak for themselves to all those interested.

What is the answer to all this—a condition which sincerely bothers many people? The answer is lay participation by school board members through their state school board association. I will go a step further and state that the North Central Association—Commission on Secondary Schools—is the Board of Education—the aggregate of the nineteen states. It is just that, no more, no less! This being the case, plus the fact that the activities of the North Central Association are carried out by the State Committees, then there should be laymen school board mem-

bers on the North Central Association State Committees.

My recommendation is that the Illinois State Committee of the North Central Association ask permission of the North Central Association at its Annual Meeting to conduct for two years the experiment of having a State Committee consisting of fifteen members, seven professional members, selected as they now are, and seven school board members, selected by the Illinois School Board Association, together with the Illinois State Chairman. At the end of the two years the Chairman would make his report to the North Central Association as to the merits and results of the experiment. On this basis and the judgment of the North Central Association the future composition of State Committees could be charted.<sup>1</sup>

In closing, it seems to me that we are needlessly worried by the power and authority of the North Central Association. It is within the power of Boards of Education to make of the North Central Association what they will. There is no compulsion about being a member unless it is the fear of any Board of its own curricular weaknesses. If that fear makes them a better school, so be it. The tools of a better set of standards of education lie in the structure of the North Central Association. Educators and board members alike, to the best educational advantage, can make of it what we have already correctly made and we will see a better and a more practical brand of secondary education.

<sup>1</sup> The Illinois State Committee voted unanimously to request the Commission on Secondary Schools to adopt this proposed experiment beginning after the 1952 Annual Meeting of the North Central Association.—L. B. Fisher, *State Chairman*.

## CONFERENCE ON INTERCOLLEGIATE ATHLETICS

J. B. EDMONSON

*Chairman, Special Committee on Intercollegiate and Interscholastic Athletics of the North Central Association of Colleges and Secondary Schools*

ON DECEMBER 1, 1951, an Invitational Conference on Intercollegiate Athletics, called by the North Central Committee on Intercollegiate Athletics, was held at the LaSalle Hotel in Chicago. Invitations were issued to seventy-five persons, including officials of the North Central Association, the National Collegiate Athletic Association, selected college administrators and high school principals. Representatives of a few state athletic associations and college athletic conferences were also invited. There were seventy-two persons in attendance.

The program of the Conference placed emphasis on honest practices in college athletics as have been endorsed by many colleges and by such organizations as the National Collegiate Athletic Association and the United States Olympic Committee. Several proposals for better enforcement of standards were submitted to the Conference and some of these will receive the early consideration of the North Central Association.

At the Conference on December 1, representatives of the other regional college accrediting associations of the United States were present together with representatives of the American Council on Education, the United States Office of Education, and the National Education Association. Among those on the program were Dr. George Rosenlof of the University of Nebraska, who is President of the North Central Association; President Frederick Hovde of Purdue University; President Avery Brundage of the United States Olympic Committee;

Chancellor Harvie Branscomb of Vanderbilt University; Walter Byers of the staff of the N.C.A.A.; C. A. Semler, Principal of the High School at Benton Harbor, Michigan, and President of the National Federation of State High School Athletic Associations; and Professor Norman Burns of the University of Chicago who is Secretary of the North Central Commission on Higher Institutions.

As chairman of the Special Committee, the writer presided at this conference. The members of his Committee who participated in the Conference were Mr. Eugene Youngert, Superintendent of Schools, Oak Park, Illinois; Professor Lowell Fisher, of the University of Illinois; and Mr. Glen O. Ream, Principal of the High School, Albuquerque, New Mexico. The Committee has prepared several recommendations to the Association for implementing exacting standards for intercollegiate athletics and has also prepared proposals for developing active cooperation with the N.C.A.A. The Committee will present a full report at the Association's meeting in March, 1952.

In the pages which immediately follow, a statement pertaining to intercollegiate athletics as they affect secondary schools appears. It was prepared by a subcommittee of the Special Committee. Mr. Semler was chairman of this group, whose full roster appears in his report. He presented this statement at the forenoon session of the Conference, which discussed it at length in the group meetings which followed in the afternoon.



## PROBLEMS OF INTERCOLLEGIATE ATHLETICS AS THEY AFFECT SECONDARY SCHOOLS<sup>1</sup>

CHARLES A. SEMLER, *Chairman*

*Subcommittee of the Special Committee on Intercollegiate and Interscholastic Athletics*

It is the belief of this Committee that athletic competition is a very important part of the educational program of both colleges and secondary schools. It is one of the most effective means we have for teaching young men and women many of the attitudes and values which we deem important in our cultural and national life. These desirable ends can be obtained only if the athletic program is kept an integral part of the whole educational program and under the complete and direct control of those responsible for that educational program.

Because of the public pressure created by the glamour, entertainment value and popular appeal of the intercollegiate athletic program we have in the last few years largely lost our perspective and separated it from the remainder of the educational program as far as ethics, purpose, and control are concerned. As a result a great many abuses have crept in which bid fair, not only to wreck the intercollegiate pro-

gram, but eventually to affect unfavorably the entire educational and athletic program of both secondary schools and colleges.

We believe, therefore, that leaders in secondary education, as well as those in higher education, have a peculiar responsibility for the proper direction and control of the athletic program.

We believe that many of the current abuses in the intercollegiate athletic program have grown out of the failure of educational leaders to exercise this responsibility. We furthermore believe that if this responsibility is not assumed at once by responsible leaders who believe in the inherent values of the athletic program, the current abuses will be used as a basis for destruction of the whole program of competitive athletics by those people who do not believe in competition in any form. The time to correct the evils in intercollegiate athletics is running out.

We believe that the problem will have to be solved jointly by colleges and secondary schools. While to a great extent our athletic programs are independent of each other, and should remain so, still what happens on either level affects the other. The high school player of today is the college player of tomorrow. The circumstances under which he may transfer from high school to college give rise to many of the abuses in the college program which affect high schools unfavorably. In many instances the college player of today is the high school coach and teacher of tomorrow. He brings with him to his high school job the philosophy, ideals, and attitudes acquired

<sup>1</sup> A statement prepared by a Subcommittee appointed by Dean J. B. Edmonson, Chairman of the Special Committee on Intercollegiate and Interscholastic Athletics of the North Central Association of Colleges and Secondary Schools. The members of the Subcommittee are: Earl Seifert, Chairman of the Commission on Secondary Schools of the North Central Association; Eugene Youngert, Secretary of the Special Committee on Intercollegiate and Interscholastic Athletics of the North Central Association; H. V. Porter, Executive Secretary of the National Federation of State High School Athletic Associations; George Manning, Member of the North Central Association Committee for the Study of Interscholastic Contests; Charles E. Forsythe, Athletic Director of the Michigan State High School Athletic Association; Charles A. Semler (chairman), President of the National Federation of State High School Athletic Associations.

in his college competition. If colleges continue to train our coaches in this atmosphere of "professionalism" (by professionalism we mean athletics carried on primarily for entertaining the general public on a strictly dollars-and-cents basis rather than athletics conducted primarily as an educational device), it cannot help carrying over into the high school program. Secondary school leaders are concerned.

Because of the intense public interest in college athletics the present abuses in the program, even if confined only to a minority of colleges, exert a powerful influence on lay opinion which is reflected in the attitude of the local public toward high school sports. When colleges demand a winning team at all costs and dismiss coaches who do not produce such teams despite long term contracts solemnly entered into, local school authorities tend strongly to follow this example. If gambling, "fixed games," proselyting of players, lax eligibility rules, and large scale commercialization continue to grow in colleges, the effort to keep secondary school athletics honest, decent, and sane will become increasingly difficult if not impossible.

In short it is our belief that the college and high school athletic programs will live or die together and that it will require the closest and most wholehearted cooperation to cure the current abuses which have crept into the program.

On the basis of these beliefs we recommend that the Commission on Secondary Schools recommend to the North Central Association that it adopt a statement of policies and principles on intercollegiate athletic practices as they affect the secondary school program and students. In this statement we believe they should concern themselves with the following

abuses and undesirable practices in the intercollegiate program.

1. It should be suggested that colleges state as a fundamental philosophy that it is their business to educate and not to entertain the public on a commercial basis. All athletic practices should be premised on such a philosophy.

2. The practice of many colleges offering special financial inducements to athletes to attend, over and above those available to all students, is indefensible and demoralizing. It is useless for anyone to deny any longer that this is being done, just because it is difficult to prove legally. It is quite disturbing to see high school athletes, when they become seniors, go "shopping" to sell their athletic ability to the highest bidding college. Most colleges, directly or indirectly, are in the "bidding" market. All too often the transaction is encouraged, aided, and abetted by the high school coach. As a result of this, too many athletes measure the value of their participation in terms of dollars. It is difficult to believe that there is not some connection between this practice and the acceptance of bribes by college athletes. It must be difficult indeed for a college boy to see the moral wrong in accepting bribes to control the score in a basketball game when in all probability he was "bribed" in the first place to attend and play for the school which he represents.

The Joint Committee on Standards in Athletics of the National Association of Secondary School Principals, the National Federation of State High School Athletic Associations and the American Association of Health, Physical Education and Recreation have made the following statement concerning the proselyting of athletes by colleges: "The solicitation of athletes through tryout and competitive bid-



ding by higher institutions is unethical and unprofessional. It destroys the amateur nature of athletics, tends to commercialize the individual and the program, promotes the use of athletic skill for gain and takes an unfair and unjust advantage of competitors."

3. To forestall the abuses of proselytizing, contact by colleges with prospective students should be made only by their admission officers through the office of the high school principal. The practice of separate recruiting by college athletic departments is sure to lead to the abuses of today which have reached the ridiculous stage. Neither should colleges permit alumni or other groups to set up such scouting or recruiting agencies for athletes. It may be argued that colleges cannot control such groups but it is doubtful if any such group could function successfully without the tolerance of the college concerned.

4. Tryout and elaborate entertainment for high school students by colleges are equally undesirable and should not be permitted.

5. Rigid standards of scholarship for intercollegiate athletic competition should be formulated, published, and enforced. It is now the common belief among high school students and the general public that college athletes generally do not have to meet the same standards of scholarship expected of other students and that if an important college player fails in his studies, ways will be found to make him eligible. This belief tends to bring into disrepute the integrity of the entire intercollegiate athletic program and by bad example makes honest enforcement of eligibility rules in high schools more difficult.

6. Serious consideration should be given to cooperative action between the high school and college groups in setting up machinery for enforcement

of reasonable regulations to cover eligibility and contest conditions between the close of a given sport's season in an athlete's senior year in high school and his entrance in college. This would discourage the promotional use of seniors or recently graduated athletes in professionalized contests and the resultant circumvention of well established controls which give protection during the period up to the close of the senior sports season and after entrance in college. Two phases of this problem are involved in the following two illustrations.

*The first phase.*—A high school athlete whose primary interest is football complies with established eligibility and contest rules up to the end of his last football season. Failure to do so would make him ineligible for participation. As soon as his season closes the ineligibility penalty becomes of small concern to him when weighed against pressures for his participation in promotional activities which are contrary to established regulations and which tend to professionalize the sport and change the viewpoint of the athlete.

*The second phase.*—A high school athlete whose primary interest is basketball conforms to all established regulations up to the end of his last season. After that his participation in questionable or openly flagrant activities during the remainder of his senior year will make him ineligible for a specified time but the penalty is not enough to balance the pressures of promotional activities which exploit him in out-of-season activities during the remainder of his senior year or during the months following his graduation.

These evils could be greatly reduced if the colleges and high schools would cooperate in providing adequate enforcement machinery so that a term of ineligibility would be served in its entirety either in high school or college.

7. No college scholarships should be granted except on the basis of scholastic and personal achievement for both athletes and non-athletes. The granting of "athletic scholarships" has been the basis of many of the current abuses and is indefensible. When col-

lege athletes go before State Compensation Boards, petition for and are granted disability pay, when injured, the ridiculous end results of such practices are apparent.

8. Most state high school athletic associations forbid or discourage "all star" and post-season games. Colleges should cooperate by making their facilities and staffs unavailable for such contests. (*Note.*—the Western Conference has already taken such action.)

9. High schools, through their national and state athletic organizations, have legislated strongly against national and regional championships, bowl games, out of season practice, excessive number of games, long distance travel, interference of athletics with the remainder of the school's program, and participation in contests managed or controlled by commercial interests. But colleges, to an ever increasing degree, promote or permit these practices. They not only are the source of many of the evils of the college program but create pressure on the secondary schools to relax their rules.

10. Most state high school athletic associations feel that undue recognition for a boy in the nature of awards tends to create false values and undermine what they are trying to do. Most of them therefore have rules which render a boy ineligible if he accepts any award excepting emblems of insignificant material value. A similar policy in colleges would greatly strengthen these rules and create a healthier atmosphere for athletic competition.

11. Secondary schools, through their national, regional, and state educational and athletic organizations, stand ready to cooperate with any educational organizations, such as the North Central Association, in the study and improvement of their own athletic program. They also desire to cooperate

with the colleges in an effort to eliminate the evils which beset the intercollegiate program. Bad practices in the colleges hurt the high school program. Current abuse can only be solved by wholehearted cooperation. We are going to live or die together.

Because the North Central Association traditionally deals with those problems which affect the relationship of colleges and secondary schools we believe it has a definite and peculiar responsibility to deal with these problems. Since the problems are national in scope we believe the North Central Association should invite other accrediting associations to take similar action.

We therefore recommend that the North Central Association take the following definite action:

1. Adopt and set up machinery to enforce more specific standards dealing with these and related problems and abuses current in the intercollegiate athletic program.
2. Insist that its member schools set up machinery and athletic organizations strong enough to enforce and implement such standards.
3. Invite and urge other accrediting associations to cooperate with it in these undertakings by taking similar action in their areas.

We furthermore suggest that in the discussions which are to follow this afternoon,<sup>1</sup> ample time be given for full and unbiased consideration of the following questions:

1. Are the high schools justified in asserting that they have a vital stake in the future of the intercollegiate athletic program?
2. What can the North Central Association do to eliminate current abuses so that the athletic program can make the sound educational contributions on both the college and secondary level of which it is capable?
3. What steps can be taken to convince the "man on the street" of the seriousness of the situation so that he will support a sound, sane, and honest athletic program, rather than the

<sup>1</sup> This report was submitted to the Special Committee on Intercollegiate and Interscholastic Athletics at Chicago, December 1, 1951.



frenzied, high pressure, commercialized program which we now have?

It is hardly necessary for anyone to say at this late date that colleges are facing a crisis as far as the future of their athletic program is concerned. But it might not be amiss to point out that because of this crisis they face a grave responsibility and a challenging opportunity to make a great and lasting contribution, not only to the cause of education in both colleges and secondary schools, *but to the very morals*

*and ethics of the nation.* But this opportunity must be seized boldly and without delay. The secondary schools stand ready to cooperate in this effort.

This Committee wishes to commend the National Collegiate Athletic Association, the American Council on Education, the Educational Policies Commission of the National Education Association, and the North Central Association of Colleges and Secondary Schools for their current efforts to meet this crisis.

## EDUCATION FOR THE IMPROVEMENT OF HUMAN RELATIONS AT THE INTERNATIONAL LEVEL<sup>1</sup>

AHMED S. BOKHARI

*Permanent Representative of Pakistan to the United Nations*

I HAVE SPENT the greater part of my life in universities. It is mostly during the last three years, since my country has attained the status of a sovereign nation, that I have been wandering over the greater part of the globe, trying to understand human relations at the international level to see how best my country can fit into the international pattern and how best it can contribute to the common good.

Because of my past activities, I frankly say that I feel very much more at home in a gathering like this than in the United Nations itself. I am gratified, however, that our theme this morning is education for the improvement of human relations on an international level, because that helps for a moment to bring about a happy coincidence between my duties as the representative of my country and the spirit and atmosphere of a forum of teachers and educators.

In order to put before you my views on education for whatever they are worth for the purpose of improving human relations on the international level, may I begin with the mention of the Continent of Asia, a continent from which I hail and with which my own personal destiny is intimately interwoven.

When I came to this country for the first time about three years ago, it was my good fortune to address a few audiences on the subject of Asia, and I remember that I used to preface my remarks by stating that that continent contains more than half the population of the world. I remember that almost invariably the next morning I would re-

ceive a few telephone calls drawing my attention to the statement which I had made the previous evening and adding, "You remember you said Asia contained more than half the people of the world?" I would say, "Yes," and they would say, "You are right. We looked it up." I do not believe that today I need to resort to such statistics in order to bring to you the importance of that continent.

It is a strange fact, and yet one that should really arouse us to the present international situation, that during the last year or more in the United Nations itself, almost four out of every five major decisions concern some aspect or another of the situation in Asia although sixty nations sit around the table, out of which a few, mostly belonging to this continent and the continent of Europe, provide the lead and, if I may say so, dominate the scene.

I will not put before you the platitude that today all countries are knitted together indissolubly. I do not wish to remind you in this country that for the sake of an almost unknown corner of Asia called Korea, whose people most people here have not seen and who, if they were presented in a photograph two years ago, would not have been considered worth a double look, for the sake of that unknown, obscure piece of land, somebody's husband or sweetheart or brother or son in any one of the states of the United States has either died or is being wounded.

That, if anything, should bring home to us the extraordinarily intimate relation which exists between that part of the globe and this country. It is, therefore, I think, not only the duty of those

<sup>1</sup> Delivered before the Association in Chicago, March 31, 1951.



who are interested in education as such, or of those who are interested in international studies, but the duty of everyone who aspires to the greatest status that mankind can achieve, namely, the status of a good citizen, that he should study that part of the globe.

If, in this morning's talk, I can present one or two facts as they appear to us in that quarter of the earth, and if I can arouse even your mild interest in it, I shall consider myself amply compensated.

I have already talked of the population of Asia. I would not base my conception of the importance of that continent on numbers; nevertheless, in a small way numbers count. Human beings and human lives have a way of asserting themselves and have a way of fighting down neglect, and if one human life matters, millions of human lives matter a million-fold.

I am not given to prophecy and I am the least qualified to prophesy, but I venture to say that within another fifty years you will hear much more of another large tract of land with millions of human beings in it; namely, Africa.

If you would care to look at the map of the world, you would find that Europe, comparatively, is a very small piece of land. I do not say that in any negative way. I do not say that because it is not important. All that I say is that all of us—and that includes your present speaker—have for centuries been European-minded. That, as I said, and I would like to stress, includes me, because, undoubtedly, during the last two centuries and more Europe has been the fountainhead of knowledge, of culture, and of power.

The United Nations, as you know, was conceived in a postwar state of mind and in a state of mind which regarded Europe as the pivot of the world. You will find that during the

first three years of its deliberations all the many decisions, all the orientation, and all the various types of outlooks which governed the deliberations of the United Nations were European-minded. This was only natural, because the United Nations took its birth from circumstances which formed the aftermath of the last war and it took into consideration the major partners or the major allies of that war.

We hope we have gotten out of the post-mortem period. It may be that we now have a pre-war mentality. Nevertheless, we ought to shake the memories of the last war and look ahead rather than look behind, and when you look ahead, you will find that Asia will loom larger and larger on the horizon.

What has happened in Asia which should make it so important? Why should it claim your attention? I hope to be able to show later why it should engage your interest and your study and, if I may say so, your sympathetic understanding.

For two centuries or so the larger part of Asia has been directly or indirectly under the domination of mostly European powers. I am not saying this in any accusing manner. I am merely putting before you the historical facts, because, looked at from the human, or rather, looked at from a student point of view, the domination of one country by another, although it seems to be a very sad and ugly fact in human affairs, nevertheless does not give us enough data to fix blame. Personally, I believe that nations get what they deserve, and if certain nations dominate others, it could not but be that one of those nations has lost its moral fibre and does not deserve to hold its place in the world. Therefore, when I talk of these facts, please remember that I am not accusing anybody of having brought this state of affairs about. The accusations in the year 1951 about events

which happened more than two centuries ago are absolutely profitless.

The fact, however, remains that for two centuries the greater part of Asia was directly or indirectly dominated by what we now call the colonial powers. Today most of Asia is free from such domination. Therefore, we should probably say that the harm which was done will now be undone, and, therefore, that there is no cause today to lament the sins or calamities of the past.

That I would say were it not for the fact that the last two centuries have been extremely important in the development of mankind, and they have been important in the following manner. It was during the last two centuries that European civilization as we know it today, in its present and new phase, was built up, and the main factor that helped to bring in this new phase of European civilization was the development of science and technology. During these two centuries European civilization discovered the use of steam. From steam it led to electricity; from electricity, to atomic energy.

During these two centuries, therefore, Europe and all the legates of European civilization, such as your wonderful nation, have taken the fullest advantage of new tools in the development of man's economy and perhaps in helping toward human welfare. It was during these two centuries that most Asiatic nations were under the domination of European powers who in their own homes were getting on with these technical developments. However, this progress and these new tools, our welfare of economic development, were not shared with the peoples of Asia, with the result that although today we enjoy a greater measure of freedom than we have known during the last two centuries, we find ourselves in a situation where, on the one hand, in-

ternational events force us to take an equal place along with others in ordering the world of today, and, on the other hand, we find that we lack all the tools and all the equipment which is necessary for the survival and for the development of people in this century. Therefore, we are faced with a dilemma. How can we make an effective contribution to peace and order in the world when we find ourselves practically two or three centuries behind the times in ordinary human intercourse, in ordinary human development, and in productivity?

This is a problem with which we are faced, and believe me, if you look at that problem at such a close distance as we are accustomed to look, it looks formidable and extremely discouraging for peace.

Look at the fact of my great country, Pakistan, and the same applies to our great neighbor, India. Here we are in the year 1951 sitting as independent, sovereign nations along with fifty-nine others in the United Nations; expected to do our best in order to bring about peace, stability, and order in the world; expected to help human beings, including ourselves and others, to live better lives to the greater glory of God, whatever the god may be they believe in. Yet we find ourselves in the position where, after two hundred years of foreign rule, not more than 8 to 10 percent of the people can read or write any language whatsoever. The average expectancy of life is about twenty-seven years, by which token your present speaker should have joined his ancestors about two centuries ago. The infant mortality is about the highest in the world. The average income per capita annually is between fifty to one hundred dollars a year, as compared to about six hundred to nine hundred dollars a year for



most European countries and nine hundred to a thousand dollars a year for the U.S.A.

What is it that we are expected to do, and how best can we make a useful contribution to the various problems that face the world today?

Therefore, in this situation I say that it is your duty and mine to understand each other and to see how best we can help each other for what I believe to be a common cause. The first thing to understand about Asia, I think, is the tremendous national resurgence that has come over most countries like a wave. Take my own country, for instance. We, together with our neighboring country, had been under British rule for a long time. We struggled to get free and win the independence that, thanks to the wisdom and participation of Great Britain, succeeded without shedding more blood than might have been necessary. Not only that, but so far as Pakistan is concerned, we struggled to achieve a double liberation: from British rule on the one hand, and from what we feared would be Hindu rule on the other, for you will recall that the Indian subcontinent, before liberation, was the home of two great nations, the nation of Hindus numbering three hundred million, and the nation of Moslems numbering one hundred million. The Moslems thought that if these two nations, without discrimination, were regarded as the legatees of British power, the western nation consisting of a hundred million people would remain forever a perpetual and unalterable minority in that country.

It was for that reason that a hundred million Moslems asked for a country of their own. They felt certain that democracy, as they conceived it, would not work in that country and that the stresses and the strains within

the new architecture of Asia would be so great as to cause its early destruction. Therefore, they asked for a separate country, namely, Pakistan, to which I have the honor to belong.

The first thing, therefore, the first urge that worked in a double way with us was the democratic urge. The second urge which is almost a collaborative and sometimes a cause of national assertion in Asia is the cultural awareness of the people.

It is not for me to tell a knowledgeable audience like this that the various cultures of Asia are two thousand, three thousand, four thousand, five thousand years old. When I say the cultures of Asia and when I talk of their antiquity, I don't necessarily assign any value either to the word "culture" or to the notion of antiquity. I merely talk of culture as a way of living, that ethnological sense which has been inherited by the members of India over a number of centuries, because I want to impress both on myself and on other students of international affairs the fact that the majority of the people of Asia have long traditions in which they believe very strongly, indeed. In fact, the greater part of this tradition is their religion, and, therefore, a large number of beliefs by which the people of Asia are motivated today and hope to preserve themselves in the future have the strength of religious beliefs and the great conviction which only religious beliefs can evoke.

Amongst such, so far as my country is concerned, is the notion of democracy. To us democracy is not a political theory or a matter of political expediency. It is not merely a matter of finding some means whereby people can live happily. It is that, but much more.

The people of my country, hoping to

revive Islamic tradition, believe as a religious tenet that democracy is the only way by which ordered human beings should live. It is a very strong belief and to uproot it would take more than a few temporary upheavals in the world.

I particularly stress this fact because one is asked innumerable times in this country that very famous question which I am sure is framing itself in your minds, but which I would like to articulate for you: Are you a communist?

That question, to a large number of people in Asia would seem irrelevant. I don't say that it is not a question which you should ask me. I understand that for people like yourselves—and if I may include myself amongst you—that question has validity, because you and I understand what it means; but to the majority of the people in Asia—and remember I said only 9 to 10 percent can read or write any language whatsoever—the question has no meaning. If you look at this question from their ignorant point of view, you will find there is something in their notion of irrelevance, because they will ask you in their benign fashion, “Did not the world exist before what you call communism came into being, and were there not good people and bad people before that, and were the good people then safe in the days of the Old Testament? Were the good people then called non-communists, or will there not be a world after the world has passed through this phase or has lost that terrifying power in the name which exists? Will there not be good people and bad people then, and are you not going to take every human being who may have his religion going back thousands of years and are you going to try to put him into pigeon-holes and compartments which are only of small duration and

were created only a few decades ago?” “What I would like you to do,” one would say, “is to look at my beliefs and decide for yourself what labels you would like to give them. I would rather ask you instead of your asking me, ‘Are you a communist?’ ”

When trying to understand the people of Asia it is best to look at that which involves the whole of their beliefs rather than to find out their antipathies to them. It is their religion as a way of life which governs their political, their economic, and their social life.

I know there must be many among you who have studied the Moslem religion and who would say quite rightly, “But is it not a fact that under Islam and in the past history of Islam there have been many despots; there have been dictators; there have been cruel tyrants; there have been reactionary people?” My answer would be, “Yes. There have been.” This is exactly what the people of my country believe today, that all those people in Islamic history who were despots and tyrants were pursuing an Islamic way of life and that they are going to find the truth in Islam. It may be a naïve way of looking at things and you may find it amusing; but as long as people believe in something right and good, as long as they believe that all the ills that you accredited to their forefathers came from their neglect of religion and that they, for the first time, perhaps, or the second time, are going to find the truth of religion and thus base their life on democracy and economic justice, I don't think that we, with our later understanding, should call them naïve. I would say, let them believe thus. If there are people in the East who believe in democracy as a religion, perhaps they believe in it even more strongly than we do.

Because of those long years of foreign domination our independence is a



much more valuable thing to us than even to my friends sitting in this hall; and, also, peace, for I know that there is nobody in this country and there is none in my country who desires a war. But, whereas you would, if I may be permitted to guess, like to have peace in order to enjoy the fruits of a wonderful civilization which you have built up with your energy and enterprise, my people would like to have peace, not to enjoy a civilization they have built up, for they have had not time yet to do it, but to take a first breath of their newly won independence. To them, therefore, the need for peace is far more desperate. They need it, first to get the feeling of the independence for which they have been struggling so long and, secondly, to see if they cannot remove the misery and the squalor and the poverty that they see around themselves so that they may lead a little more of what is regarded in the rest of the world as human lives. To them, therefore, peace is both urgent and necessary.

On the other hand, since in the past they have tasted foreign domination, they are not so scared of threats to their independence. They have gotten used to the idea. "We have struggled for two hundred years to get rid of foreign domination," they say, "and if some other aggressor threatens us, we shall take it calmly. We know. We have fought aggressors before who have reduced us to a sub-human level. We shall fight them again. We are not frightened, although we don't welcome the prospect, we assure you."

Therefore, in Asia today there is a tremendous spirit of independence which, if rightly harnessed and if sympathetically encouraged, will be the greatest bulwark against aggression, against imperialism, and against the death of human freedom, because we have struggled against these aggres-

sions before. In fact, in Asia today we are weary of how the vacuums left in that continent by the withdrawal of colonial powers are being filled. We don't think that aggression, imperialism, domination, slavery, and auto-monopoly of European powers are universal.

Any nation in the world, provided it begins to decay morally, can become aggressive, domineering, and imperialistic. We don't say that imperialism is a sad and ugly monopoly of the western powers. Fifty years ago or a little more we watched an Asiatic power—Japan—rise to great imperialistic domination. We know that Japan started off with the beautiful slogan, "Asia for the Asiatics," but we learned to our cost a little later that by "Asia for the Asiatics," it meant Asia for only some Asiatics.

We are weary of that today, and, therefore, in guarding our own independence and our own way of life, we are wary about western domination as well as any domination, even on our native soil, I assure you. This is in the hearts of most of the countries in Asia; it is sound. That is the burden of my present talk.

We realize two things. The first is that unless we put our own shoulders to the wheel and unless we consider no sacrifice too great and unless we harness all our moral, material, and human resources to the fullest, then we cannot hope to get out of this morass. We also realize that without international cooperation we cannot hope to make the progress which should be regarded as anything like adequate in the world today. Left to ourselves, how are we to break this vicious circle of low productivity and therefore no surplus income, and bad health; very little or no capital to invest, therefore no production; and so the circle goes around and around.

That is why we regard the technical aid program of the United Nations to be one of the most civilized and one of the most far-sighted programs of that organization. That is why we think that President Truman's Point Four Program is also an extremely wise measure.

We are, however, certain that neither of these two will more than touch the fringe of the problem. Both of these programs concentrate on giving the Asiatic people plans for development,—giving them advice by following which, and by working hard on which, and by training a few people they can perhaps achieve economic development. Neither of these will more than tinker with the problem. Our greatest need at the present moment is to discover how we can very quickly install heavy machinery which will break the vicious circle and enable us to begin to produce our own goods.

You will realize that 90 percent of the people in Asia live on the land. They have an agricultural economy, but by agricultural economy I would not like you to think of your own agricultural state. If you go through various lands of Asia with the Old Testament in your hand and turn over page after page you will find around you evidence, tangible and visible, of exactly what you find inscribed in its pages. Compared to the industrial civilization of the West, we have nothing. Our possessions can be measured in the same terms, I think, as the possessions of the people in the Stone Age; compared to the beginnings of the agricultural civilization, our productivity is extremely low. That is the first problem we have before us: how to feed our population; how to get them out of this rut of primitive agriculture; and, last of all, how to do it very quickly, for, believe me, we are in a desperate hurry.

If we don't hurry, with as much of your help and cooperation as we can get, we shall become a burden on the shoulders of the world, and we would hate to do that. If we don't hurry, we are not likely to be able to make the smallest contribution to that which we consider our great responsibility in the world today.

I would, therefore, if I may speak as a teacher to fellow teachers, request that you tell the younger generation who are in your custody in this country and whose minds are under your control as teachers, first of all about the importance of that continent. Secondly, tell them of the history of the civilization and the culture of those people. Thirdly, tell them of the plight in which they are finding themselves, and, fourthly, tell them that as Americans today, their duty is to the world as a whole.

This last point I do not need to stress, but I would merely say this: The United States is the greatest and the mightiest country that the world has ever known. When you come to think of what a mighty country means amongst other countries, what a mighty country has always meant amongst other countries, you will, in the last analysis, find that in international language that country is considered powerful which has the greater power to kill. That country is considered powerful which can produce enough machines and enough manpower to conquer. *That* the United States undoubtedly is, and were it only that, I would not remind you of it. But to have that kind of might and that kind of power alone is an outdated idea. On that idea we cannot run an international society, because an international society is not a society of nations armed against each other. It is much more than that.

Today, as you know, international



affairs have begun to affect the lives of individuals, your life and mine, as we sit in our families amongst our children. What happens in distant parts of the world affects what we do in the morning, in the afternoon, and at night. Today, therefore, the United States, whose civilization has been built up with such astuteness and with such success, has a greater duty. It has a duty, not of purely power leadership of the world, but of moral leadership. I stress that because, although I come from the East, from a country whose name is only three years old, all my life I have partaken of the civilization of the world within the limits of my own resources and have learned from it. I spent most of my life educating myself in England and the rest of Europe and in keeping in touch with the cultural movements in this country.

I personally believe that the notion of civilization which I, and millions of others like me, have held since childhood is doomed if the United States of America does not capture the leadership of the modern world. It has all the resources at its command. It has only to take one more step forward. It has to use its tremendous resources and

the energy and the curiosity and the enterprise of its people within the orbit of international social objectives. If the United States does that—and I have every hope that it will do so—then it will save civilization, which includes even the humble and obscure people like myself. But if by some calamity it should fail to capture the moral leadership of the world, then the prospects would indeed be dark for all of us.

Therefore, when the young men and women of the coming generation come to you, please put side by side with what I have requested you to put before them, this very simple message from one unimportant individual from Asia: that they belong to a country which has to be morally upright in the world, which has to inculcate in the minds of the world the ideas of social economy, the ideals of justice—not merely between man and man, but between nation and nation—and that if its might is to be used for the greater glory of God on this earth, then the Americans must capture that moral leadership to help others as, indeed, those others to the best of their ability, must help themselves.

## EDUCATION FOR THE IMPROVEMENT OF HUMAN RELATIONSHIPS AT THE COMMUNITY LEVEL<sup>1</sup>

JAMES A. LEWIS

*Superintendent of Schools, Dearborn, Michigan*

THAT REALLY GREAT man, Willard Goslin, once gave a talk on human relations which he titled, "You Can't Grow Petunias by Stomping on Them." I think it was the most common-sense talk on this general topic that I ever heard, mainly because Dr. Goslin stressed over and over again that humans, like petunias, grow and flourish when the climate is warm and friendly. Touched off by Dr. Goslin's comments, I made some remarks at the University of Chicago Conference a year ago last summer, which Mr. Rosenlof thought should some time or other be made to the members of the North Central Association. Those remarks had to do with group dynamics and educational leadership which are so closely related to human relations. In the last two years it seems to me that I have learned a great deal about some of the things that the boys in group dynamics are talking about. And I really don't think they are doing the job that they think they are doing as far as human relations are concerned.

They are most concerned with devices, it seems to me, which many times have to do with group processes, or getting people to work together. But I think they are ignoring too much the culture, the climate, the nurture that must be behind good group dynamics. I think proper climate and nurture are necessary in improving human relations.

The subject assigned to me is "Improving Human Relations" and I like the word "Improve" because more and more we should talk about "improv-

ing" rather than "changing." I have a hunch that one of the things that has been wrong in our curriculum programs has been that we have talked too much about change and not enough about improvement. The main reason that I was willing to take on an assignment like this was that I have a hunch, too, that the group that is here this morning, primarily the secondary school principals, is the group that can do most in our schools about improving human relations. That is why I am glad to visit with you for a few minutes about some of the notions that I have about this general topic. The emerging role of the secondary principal as the instructional leader of his school, the dean of his faculty, the curriculum expert, the public relations director and general administrator places him in a key position to improve human relations. And, incidentally, in improving human relations, one of his first jobs as the leader is to define the role of all the workers in the enterprise.

Our Michigan Department of Public Instruction has recognized this need for clarification of our work load and has done an excellent job of defining the role of the principal, the superintendent of schools, the teacher, the erstwhile supervisor, and all the other operatives in a school system. A clear definition of those divisions of labor is doing a great deal to give people a stake in the enterprise and a feeling of being part of a going concern.

So, to the secondary school principals especially, I think it is awfully important that you become more and more competent in your role as in-

<sup>1</sup> Delivered before the Association in Chicago, March 30, 1951.



structional leaders and curriculum experts in your respective high schools.

#### SECONDARY SCHOOLS TODAY

It seems that everyone is looking for a clear cut statement about the purposes of the secondary school today. We are all looking for information to guide us in our roles as leaders in improving instruction. I keep turning back to two or three sources that provide me with real inspiration. The first of these is the Harvard Report which so clearly describes the job of the elementary school, and then pictures the confused situation in our secondary school curriculum objectives. It describes the plight we are in as far as vocational education and general education are concerned. It describes the confusion that seems to be all around us as far as society's demands on the secondary schools are concerned and certainly implies much for improving human relations.

The second source of inspiration is Henry Steele Commager's lead editorial in *Life's* issue devoted to education. In this editorial he gives us a lot of hope for the secondary schools, but he also calls to our attention the fact that society is confused in the job that it is trying to assign to the secondary schools of this country. And he so well shows us that, throughout history, society has always given some definite jobs for the secondary school to do.

I would like to review those jobs just briefly with you. The first job that society assigned the secondary schools in this country was the job of enlightening the citizenry and certainly we did a good job. The second job was getting some national unity in a country that was split into many, many factions. I want to read just a little from Commager's editorial.

In talking about that second job, he said "Schools, like Noah Webster with

his speller and the McGuffeys with their readers, all these and scores of others created and popularized that common group of heroes and villains, that common store of people; and store of images and values of which national spirit is born. These men gave to America, old and new, a people's common language with which to voice a people's common heritage."

And then he picks out a few of the common things that we mouth as Americans. "As for me, give me liberty or give me death." "If they mean to have a war, let it begin here." "One if by land; two if by sea." "These are the times that try men's souls." So on and so on, showing that the American public secondary school had the job of unification.

The third job was one that we know very well, the job of Americanization, pulling together the great groups of peoples that migrated to this country, and the fourth job, which we did so well in the secondary schools, was the job of equality, the job of having all the children and all the people taking the same courses of study, the same kind of educational experiences, in the public schools.

And now we just don't seem to have a job that we can put our fingers on. Thus we are in a state of confusion as far as the secondary school is concerned. Even in this state of confusion, however, I believe if we clearly analyze our school programs, there is one trend that always exists. It is the great movement in the American High School today toward improving human relations and I'd like to devote the remainder of my time to calling this trend directly to your attention.

#### IS IMPROVING HUMAN RELATIONS OUR JOB?

I base most of the things that I will call to your attention on my thesis for

the job we are doing in human relations on a series of conversations I had with a visitor in our schools. He was an Englishman, sent over here to visit schools by the Minister of Education. He had been in this country about six months when he came to our school system. He had probably been in many of your schools and, after visiting us for several days, made some very interesting observations about what he had observed.

One day, sitting with our staff, somebody in our group asked him what he thought of the secondary schools as he visited them. His reply led me to further questions about his reactions. He said frankly that he was amazed at the confusion he observed as he visited secondary schools in this country.

Now, mind you, he had been six months at it, and he said that everywhere he went he found school administrators groping for the answers in secondary school education. Then he said something that has to do with this topic of improving human relations. He said, "Do you know that everywhere I visit, however, I find them having a good go at the job of improving human relations."

In subsequent meetings I had a chance to talk with him. Just chewing the fat over a luncheon table he said to me, "The amazing thing to me about this interest in human relations is that it seems to me in a society that prides itself on its *laissez-faire*, competitive, rugged individualism you should have more concern for other attitudes. It seems to me you might do a better job if you would train kids in a very highly competitive, rough and tough sort of a high school to prepare for the life that they will have to live in such a society as yours."

Now let's stop right here, because I think this is the crucial issue. We

all know the problems that we are having in some of our school districts, the splits, the confusion, the criticisms, and I say to you that most of the confusion and criticism is coming from a dualism that exists between the public, the many, many parents, and us, the professional people in the public schools.

Carl Sandburg says, "The horse thinks one thing; he who rides him thinks another." Sometimes I think that is our problem—and our basic problem—these days: the parents are thinking one thing; we are thinking another. Many parents are steeped in what have been our basic concepts derived from the teachings of many of our Nineteenth Century biologists and sociologists; the law of the jungle, the law of nature, the law of conflict, whereas we, as school administrators, are coming more and more to the improvement of human relations as one of our major endeavors. We are not moving ahead too fast, but I fear that we are not bringing the parents along with us.

I now want to list four or five of the many, many points that our English visitor quickly called to our attention, because I had not realized that we were giving as much stress to human relations as we are. I think we are in it up to our hips, and I don't think we are aware of that fact. By taking just a few of the illustrations that he used—things that he had found in visiting the secondary schools—I think I can show you that we are very deeply involved in improving human relations. At the same time, as we go along I would like to call to your attention what the parents think about these improvements, and the conflicts that result between the professional educator and the parents.

Now, these aren't his words, but these are the things that he found as



he visited the secondary schools. The first is the change in our concept of learning and how kids grow and develop.

#### A HUMAN PSYCHOLOGY

We were trained in the atomistic psychology of Thorndike; that is, in recency, frequency, intensity—and drill. We broke the kids up. We felt that conditioning, reflex actions, and all those things were most important in the learning process. Almost universally we have changed in our psychology of learning to what many people call the Gestalt idea. We have changed to the notion that we learn all over when we learn; that we can't split kids up. We have changed to the concept that learning isn't atomistic at all. It is organismic. We learn all over. We learn as a whole.

I like to use the illustration of the teacher working with the class in mathematics. In the faculty or Thorndike psychology we think in terms of drilling these youngsters. But the Gestalt psychologists tell us that we may not be just conditioning the youngsters to facts. They may be learning to hate the teacher, to hate arithmetic. They may be learning to hate school or to cheat. They may be learning all kinds of things at the same time that we think that we are drilling them—conditioning them—in numerical skills.

Isn't this creeping more and more into our thinking? Isn't this the kind of educational psychology that we are accepting? It is a human psychology. It is taking into consideration all of the human needs. It is part of improving human relations.

Let's look now at what the parents think about all this. I think you will agree that many want us to drill them, make it tough for them. They don't accept this notion that one learns all over, and one of our basic concepts,

if we are to practice the new kind of educational psychology, will have to be that we must do a better job of interpreting to the parents what we are trying to do to the children we are working with.

I see that I am not going to have time to go into detail on too many of these points, but some of them, it seems to me, are very important. We are improving human relations, but we haven't taken time enough to make a decent interpretation to parents.

#### A SELF DISCIPLINE

This matter of self-discipline is the second one that our visitor mentioned in detail. You know that for twenty years we have been talking about self-discipline as against external controls in our secondary schools. We have manifestations of this in the organization of student governments, student courts, pupil-teacher planning, democratic classroom practices, and a host of other school practices. As a product of the Prussian pattern of school organization (whether we want to admit it or not) our secondary school also copied the organizational pattern of the German culture. The new development toward democratic practices is a realization of the need in our democracy for self-discipline.

I have a friend in Michigan who recently spent some time in Germany. He tells some stories of the newly democratized German schools. There was one about a German music teacher who worked with a group of boys in a German school less than a year ago. There was some time left at the end of the period, and a boy seated at the back of the room wanted to recognize the American visitor. He stood and suggested that the class sing a special song that they had learned and liked to sing. My friend relates that the music teacher immediately reacted by

shouting angrily at the lad, "Das ist verboten, continue. Das ist verboten, continue." Finally the boy stood and said, "It is forbidden to make suggestions."

We wonder why the German people have accepted leadership without question. Add to the authoritarian school pattern "the-papa-is-all" home of Germany and you have the answer.

Now many of you are going to say, "Mr. Lewis isn't practical for we know we must have discipline in our schools; and what is more our parents demand that we have discipline." I do recognize the need for order and authority but at the same time I want self-discipline to be our goal. On a theoretical level, no parent will argue that the police state is superior to a self-regulated democracy. Our concern in secondary schools to involve our students more and more in decisions and controls is vital if our democracy is to work. We need to interpret it to the parents.

Two of the major criticisms that probably brought the Pasadena thing to a head were charges of subversion of parental authority and the undermining of parental influence. Those, you see, can come from not making a clear explanation of what we mean when we say "self-discipline."

#### COMPETITION AND HOME REPORTS

The third area commented on by our English visitor was our eternal seeking for new kinds of home reports, new kinds of motivations other than marks, and our trials in general reporting to parents. You know the story about what we have done, how we have been seeking to get away from marks purely as a motivating factor. We have tried to have purposeful education, doing everything we could to get some clues as to how we can break away from marks as penalties and rewards. Not that they are necessarily bad, but we

feel that perhaps there is too much inducement in the secondary school just to get marks and not want to improve. You see, that is part of this human relations thing, measuring the kid against himself rather than against the group, getting away from the tremendous disappointment that comes from D's instead of A's. But it isn't being interpreted that way by parents. They say a youngster will be measured by the group when he goes out into the world. He is not always going to be measured against himself. There must be a standard and in our desire to improve the way we work with youngsters we haven't done the job of interpreting it properly to parents.

#### COOPERATIVE ORGANIZATION

Above everything else, our visitor was most interested in the cooperative organization of our schools. He commented that we had made most of our gains in human relations in the cooperative management of our schools—people working together to develop better ways of leadership. We are talking today about the principal as the leader. We are talking about leaders who work with a staff. We are talking about the cooperative development of policy. In the classroom this means that the teacher is the leader of the group. We are trying to get more and more pupil-teacher planning. We are trying to give kids a stake in the enterprise too. It is good human relations.

If you have ever read Ordway Tead's book, *The Art of Leadership*, you will understand what I am driving at: leadership as a function over and above just being a boss. It hinges on the ideals of our Western Democracy and the Christian principle of the worth of the individual. The right to differ is implicit in it.

You know, in the schools of even thirty years ago one didn't make too



many suggestions. Teachers taught the course of study that came from the front office. They were quite afraid to differ. Neither did the student differ with the teacher very much. If he wanted a good mark (or, in the case of the teacher, a good rating), he fell into the pattern. One didn't buck the system.

Now think what we have done in human relations in the last few years in accepting this right to differ; after all it is a basic American principle. Thomas Jefferson said it well: "Rebellion to tyrants is obedience to God."

This all ties up with our notions of loyalty and conformity. You don't have to conform to be always loyal. Sometimes loyalty means not conforming. If what is going on is so important to you as a teacher in your own school, and the practices aren't good, maybe you are being more loyal to yourself and to education if you do differ. Do it the right way, of course, but we are building again this basic thing; namely, that in a democracy we must be willing to stand up and be counted.

Now, here again, are parents understanding what we are trying to do? Many like to have strong authority and unquestioned leadership. "The kids don't know, so you tell them what to do." Some parents say, "Don't involve them in these processes of working together." There are too many that we haven't made our interpretations to.

Well, there are many other things that my English friend picked out of the secondary school pattern, but I won't have time to go into all of them. Among them is the misunderstanding about the high school courses that we are starting about understanding ourselves. In the Pasadena Report that is one of the things they were concerned with. Again, if we do not interpret to parents we shall run into trouble.

Inter-cultural relations is another problem area.

The last one that I want to emphasize is this "warm and friendly school" business. The Englishman was quite surprised to find this feeling of wanting to get kids to like to come to school. The teacher as a friend, not fighting the student; the student, not fighting the teacher; the teacher, not fighting the principal; and the principal, not fighting the teacher. It is a push for good human relations and that is our endeavor in most schools—the idea that we aren't rejecting kids but their behavior, while still accepting them as human beings and continuing to work with them.

All these things seemed to this foreign visitor very, very much in the forefront. Then, too, the whole acceptance of the fact that many of our emotional disturbances in adult life come from things that happen to us in our school years, was another. As you know, the medical profession has recognized this in the last ten years in its training program. It is not spending so much time as previously on organic medicine. Functional medicine, how the emotions disturb the body, is being given attention. Medical practitioners can take the whole machine apart organically and put it back together again, but they don't know too much about the emotions as they affect the functions of the machine. They give us support for the things we want to do, but we need to do a better job in interpreting those things to the parents. Parents in many cases still say to the psychologist, "You're crazy. You don't know what you're talking about." Some of the things that the psychologists are talking about are good, and we need to support them.

I want to call to your attention the resemblance between these things I've been talking about and the complaints

of the School Development Council that were put to the Pasadena people. The first was the elimination of scholastic competition, the abolition of grading, the subversion of parental authority, undermining of parental influence, aiding and abetting immorality by classes dealing with the problems of sex instruction.

In relation to this last complaint, I would like to say in passing that it is my personal feeling that we haven't any business involving ourselves generally in sex instruction under present conditions. We ought to be much more involved with parents in helping them with the problem instead.

Now, in closing I would like to say that we have to improve our own competence as individuals in the general field of human relations. We know for sure some things about the nature of man and the human personality. A lot of new information has developed in the last few years that we can get and most of it is pretty well accepted. We are sure that man is malleable. We are sure that man is flexible. If you follow any of the work of the cultural anthropologists, the social psychologists, the group of people characterized by Margaret Mead and Karen Horney, it almost seems self-evident that they are proving to us that man is malleable.

Now, the Progressive Education Association group back in the twenties got all excited about this business of

changing the culture around young children. Their attitude was that if we can just change the culture around these young children, since we are all products of a culture we will have a new generation. They, too, forgot about parents and adults.

Margaret Mead says, that in addition to man by nature being malleable and man by nature being flexible, progressive education people forgot one thing: that man is also elastic. The human personality is elastic and while we may bring children a different culture pattern in school, when we throw them into the pattern of the adult world elasticity soon operates. The elasticity means that one culture pattern simply overcomes the other.

I feel that our job as leaders is to carefully and sanely evaluate all these things that we are so interested in as educators, and then do our job of selling them to the people. I think it will take some courage.

Now finally, I would like to make almost a personal plea that you all read a relatively new book on human relations: *On Being Human*, by Ashley Montagu. In its last chapter, he says that the fourth "R" will be human relations. He has worked with these people who are so concerned with the culture impact on personality. It is a revealing book in stating these things that I have so poorly given you this morning.



## CHALLENGES TO SCHOOLS FOR TEACHING IMPROVED FAMILY RELATIONS<sup>1</sup>

EVELYN MILLIS DUVALL

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MARRIAGE RATES are booming today. It may be a "cold war," but hearts beat as warm as ever. Since the opening of hostilities in Korea in the early summer of 1950, each month has shown an increase in the number of marriages over the same month of the previous year.

Cupid carries a bazooka these days, it seems. Kiplinger predicts a probable 1,600,000 marriages in 1951, which resembles the prewar 1941 figure. Such high marriage trends tend to hold especially for people still under twenty years of age. The director of counseling of one high school in a comfortable middle class community reports:

We are disturbed by the number of very young girls—fifteen and sixteen year olds—who have been married or are anticipating marriage. Some of our school leaders have also been married this year—one girl, the editor of our school yearbook to an older boy now in his second year in college; the other, a very attractive and popular girl who in her senior year made the decision to be with a former student in our high school at least for the two months he is in camp in the West.

Most of these engagements and marriages are to older boys in military now in other parts of the United States. The majority of marriages among younger girls seem to be escapes from unsatisfactory home situations. Up to date during the current school year, we have had six sophomore girls, twelve junior girls, and eleven senior girls tell us they were leaving school for marriage. We also have several married girls continuing their school-work. (Private communication to the author.)

Even before the "cold war" began, there was a tendency for people to marry at younger ages than formerly. The United States Bureau of the Census reports the median age at first

marriage. In 1890 it was 26.1 years for the man, and 22.0 years for the woman, but by 1947 it had dropped to 23.7 years for the man and 20.5 years for the woman. Estimates indicate that for men under twenty marriages increased by 20 percent in 1950.

The total number ever married has increased considerably since the turn of the century. In 1890 only 63.1 percent of the total population of the United States were among the "ever married" category of the United States Bureau of the Census. By 1949, the percentage of the population ever married had risen to 78.6 percent. The indications are that marriage is increasingly popular in these United States.

There is a baby boom just ahead as birth rates follow the increase in marriages. The Federal Security Agency (March 13, 1951 bulletin) reports that 3,699,000 babies were born in 1950. The prediction is for close to four million babies in 1951, a record possibly even surpassing the all-time high in 1947.

There was a 14 percent rise in population in the last decade bringing the total United States population to about 152,000,000. A 25 percent increase is expected in the next twenty-five years, a challenge in itself to the schools!

Our elementary schools will be jammed for the next five or six years, with the more than twenty million children of school age at the half-century date. High school enrollments down to six and one-half million now, due to the depression decline in the birth rate, will soar by 1958 when there will be more than 26,500,000 children

<sup>1</sup> The first of three addresses on the topic, "Education for Improved Family Relations," before the Commission on Secondary Schools at Chicago, March 29, 1951.

of high school age (representing the high birth rates in World War II). College enrollments will continue to decline sharply with the removal of boys of college age for military service, the draft, and the threat of the draft.

There has been a general tendency toward marked increases in marriage and family instability as seen in the rapid rise of divorce rates through recent decades. Between 1900 and 1940 when the population increased by 73 percent, and marriages increased by 128 percent, divorces increased by 374 percent. Wartime tends to exaggerate these trends as we saw strikingly illustrated in the marriage-divorce ratios through the war years in the mid-forties. The following figures were released by the Bureau of the Census, February 6, 1948:

	<i>Marriages</i>	<i>Divorces</i>
1936-1940	1,430,118	248,000*
1945	1,618,331	502,000
1946	2,300,000	620,000

\* Yearly average.

Instability increases in wartime. In no area is this more evident than in marriage and family life. War is tough on families. There are many home-front casualties that must be recognized, predicted and planned for if we as a nation are to meet the challenges of our times.

War tends to increase the problems and hasten the cataclysmic changes already taking place in our complex culture in numerous areas affecting our families but outlined here.

#### *Trends That Increase in Wartime*

- 1) Hasty marriages (week-end leaves, furlough weddings, gang-plank marriages)
- 2) Marriage at earlier ages (the teen-age marriage is the riskiest of all)
- 3) People on the move (mass migrations to cities, to the coasts, to industry, to camps)
- 4) Couples separated as men go into service, women into war-work
- 5) Women more independent, with employ-

ment easier, money freer, responsibilities increased

- 6) Crowding and shortages in city-living, doubling-up, shortages in consumer goods
- 7) More babies deprived, and instable as birth rates increase with parents unsettled
- 8) Teen-agers more excited and instable (facing questions of service, jobs, school, morals, along with basic questions of "Who am I?" "What is life?")

In times like these stability of marriage and family life is more important than ever. The men and boys who must leave home more than ever need a stable home base with someone to fight for, to work for, and to come back to when at last they may. More than ever our children need the security of a sound and stable home life that is so essential for their growth into mature, socially sensitive, healthy personalities, capable of making a constructive contribution to a needy world. Fully as significant, our homes hold whatever key there is to brotherhood, to democracy, and to lasting peace as they provide the laboratory experiences for creative living within the fabric of everyday living for their members.

#### WHAT WILL STABILIZE MARRIAGE AND STRENGTHEN FAMILIES TODAY?

Schools face a peculiar challenge in providing family-life education at every level. Functional teaching starts with the needs, interest, and readiness of the students and teachers at whatever grade or age. Recent research in adolescent development indicates clearly that the questions of high school youth tend to center in such basic considerations as these:

Who am I? Am I normal? What is the matter with me? What do I do? on a date? with my parents? with people generally? How do I understand my feelings? am I in love? how do I know? What does it mean to be a boy? a girl? a man? a woman?



Schools that provide opportunities for students to develop insights into human behavior, personal development, interpersonal relationships, and the processes of family living that lead up to marriage, tell an encouraging story of student response and increased stability, both at the time and in future personal and family adjustments.

With marriages increasingly at younger and younger ages, secondary schools face an urgent challenge of adequate preparation for marriage and family life of their students. This today is seen as far more than the narrow type of "sex education" so understandably criticized. High school youth themselves set a healthy pace when they indicate universal interest in such questions as "How do I know when I am in love?" "Who is for me?" "When am I ready for marriage?" "How do you make sure ahead of time that your marriage will work?"

Personal questions and problems yield best to adequate counseling under the guidance of adequately prepared and accessible counselors. General interpretation of scientific findings stimulates group discussion and clarifies the understandings students crave for themselves, their loved ones, their families, and their times.

Materials for family-life education at the secondary level are appearing

in encouraging quantity and quality. The National Committee on Education for Marriage and Family Living in the Schools has assembled a Teachers Kit covering some forty pieces of material, including announcements of the more usable types of books, pamphlets, films, and modern teaching aids. This is available through the National Council on Family Relations, 1126 East 59th Street, Chicago 37, Illinois, as a service project for beginning teachers in family relations. Teaching methods are demonstrated, discussed, and evaluated annually at the National Conference of the National Council to be held next to the last week in August, 1951, at College Camp, Wisconsin. (The program is available through the Chicago office of the National Council on Family Relations, and appears also in *Marriage and Family Living*, the official journal.)

When family life changes as rapidly as it does in this midcentury era; when the majority of youth are already marriage-conscious at high school age, and will marry soon out of school; and when war adds its toll of divorce and family instability at the very time when we as a people need stable homes more than ever, our schools face a challenge as never before to educate for marriage and family living.

## IMPLICATIONS OF EDUCATION FOR IMPROVED FAMILY LIFE FOR SECONDARY SCHOOL PROGRAMS<sup>1</sup>

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IN CONSIDERING the problems inherent in family-life education it is well first to identify some underlying concepts which are basic to this area of learning.

1. Families, as our basic institution, set the tone of society. If they are well ordered, well instructed, and well governed, they are the springs which feed the streams of national greatness and prosperity, of civic order and of public and private happiness.

2. The transition young people undergo from adolescence to adulthood is both hectic and confusing. It may also be a period of frustration to youth. Much of this is probably the result of the extremely complex developmental tasks young people face then. Of these the ones most directly concerned with the family living area are:

- a. Accepting the facts of one's physique and learning the appropriate rôle of masculinity or femininity.
- b. Developing desirable new relationships with age-mates of both sexes.
- c. Achieving emotional independence from parents and other adults, as well as accepting or appraising their families in an intelligent manner.
- d. Desiring and achieving for themselves social behavior of a responsible type.
- e. Preparing in the best possible manner for their own marriages and family life.
- f. Building conscious values which are in harmony with the scientific

world picture, therefore can be adhered to.

3. We must realize that young people will receive sex education somehow. Either they will receive it correctly or they will pick it up incorrectly. They also, say what we will, are preparing themselves for marriage somehow. If no provision is made for their getting a sound scientific foundation, they will turn to the movies, radio crooners, or fiction writers for what is offered, which too frequently is misleading if not actually vicious.

4. It is the birthright of every American boy and girl to look forward to a happy marriage and stable family life. While it may be true that some prefer to remain unmarried, each one who seeks happiness in marriage is entitled to all of the help he may require to reach that goal.

5. Good schools do not just happen. They are the result of careful planning and constant improvement. Modern schools have a multitude of tasks to perform. In a frontier society the school was but a supplement to the community in the education of youth. Now the school has been entrusted with the primary responsibility for educating our children. We may deplore this trend but the responsibility cannot be ignored. Both youth and their parents look to the schools to help young people meet the problems of living, thus indicating education for life-adjustment.

It is possible to extend these principles into four aspects of family-life education, examining the four questions: what to teach, when to teach it, how to teach it, and how to administer the program.

<sup>1</sup> The second of three addresses on this theme before the Commission on Secondary Schools at Chicago, March 29, 1951.



The major issue of what should be taught depends upon the goals to be reached. If the contentions developed above are valid, family-life education encompasses three broad areas of life-adjustment education.

1. The first of these is the improvement in personal adjustment and self-realization. This involves an effective interaction within the student's own family for it is well documented that the degree of harmonious adjustment to one's own family has a direct bearing on one's concepts toward marriage and family life. The person whose relationships within his own family have been happy is likely to be willing to work toward making his own marriage successful. From the view of self-realization it is necessary (1) that young people grow in the direction of emancipation from parents, and (2) that they develop those skills which tend to make the family relationship acceptable to all members. This is genuinely "growing into maturity."

2. Maturity is also necessary in inter-personal relationships. More specifically this relates to inter-sex relationships with age mates and direct preparation for marriage itself. Persons need to learn that human associations offer the most enduring types of satisfactions and happiness. They must believe in them so strongly that they are willing to strive to achieve this happiness in successful marriage. This willingness develops from effectively practicing appropriate skills in their relationships with other persons.

Popularly we are plagued with an over-romanticized attitude toward love, courtship, and marriage which is not consistent with actuality. Young people—and some older ones as well—can profit materially from a scientifically intelligent viewpoint toward these practices. Some of the work of our movies, plays, and novels needs to be

overcome in this regard.

Many people expect the impossible of marriage. An enduring marriage can provide satisfactions of the highest personal type, but it also exacts some fundamental disciplines. The values of emotional security and interdependence, rather than the ecstatic-rainbow-hued-life-in-a-rose-covered-cottage concept, need to be emphasized as the genuinely essential elements of a satisfying marriage. Definitely persons looking forward to marriage should be developing the skills of courtship and mate selection. To do this adequately implies that they be aware of and able both before and during marriage to make appropriate use of those practices which tend to insure a happy, successful marriage.

Since children occupy an important place in family living, some insight into parenthood, child care and child training seems to be indicated. If the goal of family life education is continual improvement in family effectiveness this area cannot be neglected. Our society of tomorrow depends upon the children of today.

3. There appears to be need for desirable kinds of sex education. Five such types seem indicated: (1) young people need to have an enlightened understanding of their own sex nature and (2) a mature, responsible attitude toward their sexual functioning on their own developmental level. Further, as persons approach the status of marriage it is desirable that (3) they see sex as a part of a total personality adjustment and (4) thereby be able to understand the place of sex in marriage relationships. (5) From the point of view of personal effectiveness and social mores the development of tenable standards and moral attitudes toward the entire question of sex seems necessary.

The question of when to teach these

types of things is basically a question of practicality. Certainly it is axiomatic that help along these indicated lines must be available when the need is present. The tasks of youth in developing from infancy into adulthood are not confined to the secondary school years. A continuous unified educational program pointed in the direction of effective family living appears to be necessary. The organization of such a program is much easier when the total educational system from nursery or kindergarten to adult educational practices is under the control of one administration, since in some areas of family living help is needed in the very early years, and in some in the relatively later years.

The type of instruction usually encompassed in the term "sex education" can well be included throughout the pre-school, elementary, and high school years. The actual content in any grade level would have to be determined by the maturity and maturation levels of the students involved. However, since growth is a continuing process, the understanding of physiological changes should not be neglected at any stage of development.

In the later elementary grades, junior high school years, and early senior high school years the emphasis may well include increased attention to such topics as getting along effectively with one's family, developing a healthy personality, growing into emotional maturity, and achieving effectiveness in the changing relationships toward other persons, both age-mates and adults. By the nature of these kinds of endeavor there can well be much personal guidance, especially from the twin approaches of mental hygiene and personal efficiency.

In the senior high school years, the activities of boys and girls change rather materially, demanding addi-

tional kinds of help. Furthermore their increased maturation level makes possible more conceptual understanding of themselves. It may well be the time for instruction of such fields as (1) the psychology of adolescence, (2) the appropriate understanding of and skill in the inter-personal processes of dating, love, courtship, and mate-selection, (3) moral standards appropriate both in pre-marriage and post-marriage states, (4) the intelligent appraisal and appreciation of the students' own families and those which they anticipate for themselves, (5) previews of the prevailing and recurring problems found in marriages with suggested methods of dealing with them and, (6) desirable attitudes in men-women relationships both on the level of general social interaction and the more personal one of marriage. Certainly by the time the student reaches the later years of his high school course he should be making definite progress toward emancipation from his family's protectiveness, emotional acceptance of his family as it is, and direction of his own behavior in accordance with these two goals. Furthermore, since it is true that more than 75 percent of our population terminates its formal education at or before high school graduation an introduction to the questions involved in parenthood, child care, and child training appear to be in order on the high school level.

In those communities where there are effective adult programs, help in parenthood problems may be postponed until more nearly the time it would be practically needed. Desirable adult programs for a community also would include family service agencies. There should also be adult classes in family-adjustment problems and in the changing rôles developing in families because of changing conditions, as for example the diverse rôles of wife,



mother, mother-in-law, and grandmother. In many instances the same woman must play all of these rôles successively and in some circumstances must play them simultaneously.

It would be temerity to suggest a particular method of teaching. Practical educators know that methods must be constantly adapted to the learners, the materials, the goals, and the physical equipment for instruction. Good teaching everywhere makes the fullest use of all of the factors of learning.

For the school and teacher wishing to develop such instruction as that herein outlined, we can say it is no longer necessary to blaze a completely new trail. There have been many encouraging experiments in the field, especially on the high school level.<sup>1</sup> In them there has appeared no single set pattern that appears to be best in every situation.

Fortunately also there is developing a body of useful materials for instruction in the form of textbooks, pamphlets, films, film-strips, and the like.<sup>2</sup>

Certain it is that the guiding principles of learning in the family-life area impose at least four requirements on the school:

1. There must be intelligent understanding of the facts underlying problems in personal effectiveness in interpersonal relationships.

2. There must be provision for help adequate to enable the student to solve his own personal problems with greater skill.

3. There must be opportunity for and assistance in the forming or changing of attitudes so as to be consistent

with the needs of the person in his social relationships.

4. There must be emphasis on the techniques and skills involved in arriving at conclusions based on reflective thinking about complex real-life situations, as for example, the parent-child relationships found in child rearing, or the question of family size as related to personal status and societal implication.

By the implicit nature of this type of learning, it is clear that many of the end-products are caught rather than taught. This implies a particular skill in teaching and a kind of teacher the student desires to emulate. In many of our public schools where the teaching staff is characteristically middle-class, and the school clientele prevaillingly upper-class or lower-class, it may be exceedingly difficult for a teacher to engender this desire on the part of his students.

In considering the problems of administering such a program it is evident that the total educational facilities available must be surveyed. However, since many of these areas of need are especially acute during the days of adolescence, it frequently is true that leadership in developing such instruction falls to the secondary schools with subsequent extension into both the lower schools and adult education.

There are, however, particular issues which specifically affect the high school because of its type or organization. Some of these are especially related to the total curriculum organization and some more definitely connected with instruction specifically in the family-life area. As in the case in every true issue there are no categorical answers to these questions but there is developing a body of both experimental and empirical evidence to suggest appropriate methods to pursue.

The major problems respecting the

<sup>1</sup> Lester A. Kirkendall, *Sex Education as Human Relations*. New York: Inor Publishing Co., 1950. Pp. xvi+351.

<sup>2</sup> The National Council on Family Relations (Chicago, Illinois) has a Teachers Kit that contains some helpful ideas and leads to these materials.

entire curriculum can be organized around the following issues:

1. What is the best organizational pattern to follow? Should the practice be

- a. New units in the existing school subjects?
- b. New separate courses, and if so, shall they be directed toward subject-matter mastery or personal adjustment improvement?
- c. A specific section in the core or common learnings program?
- d. A series of concomitant learnings developed through reference to family life situations in existing school subjects without developing specific units?

2. Specifically in high schools how can such instruction be included consistent with pupil load requirements and at the same time reach the numbers of students who should be reached?

3. Should the practice be to seek accreditation and to incorporate such education into a specific school subject; and if so, in what grades is it desirable? In case the materials for a grade level appear inadequate for a full semester of work will fractional credits be honored toward graduation?

4. Are the best interests of the type of program served by making the instruction elective or prescribed?

5. Will the community approve this type of instruction? Educators as a group have probably been too pessimistic on this question. Where there is doubt, a good public relations program will assist in getting started.

The answers to these questions will necessarily vary with the general organization of the school, the policies

and practices of the school, the purposes to be served, and the teaching staff available to carry out the educational program.

Other problems are more directly concerned with specific family-life classes. Some of these pertinent issues are:

1. Should such education be given in segregated classes or will the situation be varied?

2. Should tests and examinations be required in classes specifically pointed toward wholesome attitudes and personal-adjustment problems, when in practice the utilizing of such devices has a tendency to place subject-matter mastery, defined in terms of "The book says," as the primary objective?

3. What can be done to bridge the instructional gap between characteristically middle-class teachers' points of view and those of non-middle-class students?

4. Where can the teachers be found and how shall they be trained?

5. How can the time necessary for consultation and counseling with individual students be arranged in the already crowded school day?

Alert administrators have been faced with equally difficult questions in the past and generally have found workable plans. Since this area is one of recent origin, the patterns of development have not yet crystallized. Still the school system that earnestly seeks a way to put into practice functional education pointing to effective family-life adjustment will find ways of achieving its objective. It may be opportune to restate the principle that whatever is educationally sound must be made administratively possible.



## HOW SHALL WE PREPARE TEACHERS FOR PARTICIPATION IN FAMILY LIFE EDUCATION?<sup>1</sup>

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THE CURRICULUM of the modern college and secondary school is already crowded to such an extent and presents so many problems of coordination that it is not surprising to find administrators of educational systems somewhat resistant to the inclusion of still other new subject-matter. Family-life education, nevertheless, has a great deal to commend it to the educational administrator. It is a subject-matter area in which the school community is vitally interested. Some months ago when I was interviewing President E. W. Jacobsen, of Los Angeles City College, he remarked that members of community groups and civic organizations are beginning to ask embarrassing questions of school men in the face of the widespread prevalence of juvenile delinquency and family disorganization. "What are you fellows doing to promote better family life and to stem this tide of demoralization in our communities?" seems to be their questioning attitude of school men. Jacobsen was chairman of the committee that prepared the Nineteenth Yearbook of the American Association of School Administrators, *Education for Family Life*, and has good background for his remarks, evidently.

Not only does family-life education constitute a strong tie with the community for the school but it also provides a vitalizing force in the school personnel itself. Some subjects that our schools have taught in the past have been vague and remote from the interests of students and sometimes of teachers as well. But this cannot be said

of the living, throbbing areas of family-life education. Educators have in such subject-matter the opportunity to breathe new life into the school curriculum.

Family-life education is already well established in the colleges and universities of the country, something like half of them showing courses in this specific field according to a recent survey by Henry Bowman, of Stephens College, Missouri. The subject also has a fair beginning in the secondary schools, a few high schools, such as in Tulsa, Oklahoma; Phoenix, Arizona and in Highland Park, Michigan; having offered such courses for a dozen years or more. Some school systems, as in Asheville, North Carolina and San Diego, Long Beach and Los Angeles, California, have line administrative officers known as Coordinators of Family Life Education, who bring together and attempt to coordinate and give consistency to all the curricular offerings of the school system in the field of family-living education. This plan has much to commend it. Family life is much more likely to be regarded with the dignity and importance it deserves when the entire school personnel is sensitized to its values than when all the responsibility is concentrated in one or a few teachers of specific courses in family living.

Although important steps have been taken in recent years by colleges and universities to help teachers prepare themselves for teaching family-living subjects, there is still a shortage of teachers who are well prepared in this area. Since this is something of a bottleneck in the development of family-life education, I should like to speak of the

<sup>1</sup> The third of three addresses on this theme before the Commission on Secondary Schools at Chicago, March 29, 1951.

qualifications and preparation of family-life teachers. While most of the qualifications of a good family-living teacher are also appropriate for teachers of any other subject, it is especially important that the teachers in a new movement be well qualified. Because of the nature of the teacher's relationship with students in family-living subjects, it is also more imperative that the teacher have certain qualities in his personality and it is equally important that his educational background be rich in his specific field. I shall discuss the preparation of teachers under three headings: personal qualifications, in-service education, and pre-service education.

#### PERSONAL QUALIFICATIONS

As to the characteristics of the teacher as a person which seem of imperative importance for teaching family-living I shall speak of three qualities. While these are valuable in the personality equipment of any teacher they are indispensable to good teaching in family-living. Interest in human beings for their own sakes as persons should take first place in such personal qualifications. This human interest will make it relatively easy for the teacher to have a vital personal concern for the students who discuss the family situations common to them and will facilitate his visits into the homes of students to provide a better understanding of the home and family foundations of personality building for students and parents. Evaluation of persons as important in themselves will aid in developing cooperative parent-teacher relationships for attaching on a common home-and-school front the problems of family and school adjustment. Such human interest involves tolerance of students from different home and family backgrounds without belittling them for conditions which

they cannot prevent. One of the valuable cautions brought out in the Kinsey report, *Sexual Behavior of the Human Male*, refers to the frustrations of children from the less-privileged class of our society by teachers predominantly drawn from the middle class. Interest in human beings implies a rather cheerful willingness to go the second mile to encourage and help one under the responsibility of his protection and guidance. It means putting the person above subject-matter outlines and/or favorite methods of teaching.

An old newspaper drawing by a French cartoonist in an early period of unrest in that country of much turmoil hangs on the walls of the corridor in the famous Huntington Library at Pasadena which shows the danger of losing sight of the human values in science and discovery, and incidentally in educational procedure. An astronomer is pictured beside his telescope gleefully gesticulating to a passerby and saying he had just discovered a comet that would strike and destroy the earth in forty-five days. He was so overjoyed with the success of his new instrument in making the discovery of the comet that he could not be concerned with what would happen to human beings. Teachers with human values in mind consider techniques and methods of instruction as secondary. Their supreme purpose is to get through to the person and make the contact that will effect the developmental process of learning and growth by whatever means will be effective. Subject-matter and methods are merely incidentals to facilitate growth of the student-person.

Interest in students for their own sakes on the part of the teacher begets confidence and calls for confidence and loyalty in return. These are essential to a good student-teacher relationship.

Growth potential is a second quality



essential to the teacher of family living. The field is still new from the standpoint of both teaching and scientific knowledge and much is yet to be learned by all of us. The teacher with a "growing edge" to his personality and a growth potential for development has more promise for keeping up with the developing field of family-life education. Growth implies openmindedness, flexibility, adaptability. Growth takes place from within. In this sense teachers cannot be "prepared" by others, including the best institutions of learning. Motivations for growth and development must come from themselves.

A third essential in the personal qualification of the family-living teacher is that he be reasonably well oriented to life in general. A fairly cheerful acceptance of one's own sex rôle, of one's family rôle, and of one's societal rôle is necessary to a reasonably good adjustment to life in general. Experience—work, travel, teaching—that provides contacts with people and a basis for learning and growth adds to one's desirable orientation to life. In Dr. Rachel Dunaway Cox's *Counselors and Their Work* the author finds that those counselors with broad experience in teaching, travel, business, and vocational work were most successful in guiding youth. While marriage and family-life experience will usually beget more confidence in youthful students, marriage in itself can hardly be regarded as a qualifying necessity for secondary school teachers. The attitude toward marriage is more important in the teacher than the mere fact of marriage in itself. Burgess and Cottrell in their *Predicting Success or Failure in Marriage* found that desire for children was more conducive to happiness in marriage than was the fact of having children. This relationship would seem to hold for a desirable

attitude toward marriage in comparison with the fact of marriage. Age of the teacher would seem to be important only as the teacher would be too young to be regarded as mature by the students or too old to be in touch with their problems and needs.

The problem of determining these personal qualifications of potential candidates for positions in family-life education is admittedly not an easy one. The selection of experienced teachers already in the educational system whose relationship with students and fellow faculty members has been observed and is known has its advantages in this respect. If new personnel is chosen for this work, academic records alone would hardly be a reliable basis for selection. Besides the usual letters of recommendation by reliable persons who know the candidate well in a variety of situations, some social-relations observations might be included in the bases for selection. The British have given receptions and social parties to which candidates were invited when being considered for positions in their Marriage Guidance Centers. Their poise and interrelationships with the members of the group would then be taken into account in rating the candidates for positions. Some such plan might work well as a supplementary basis for selection of family-living teachers in our educational programs.

#### IN-SERVICE EDUCATION

Many of the schools and colleges now giving courses in family living employ teachers who graduated from their college work before family-living courses, as such, were being offered in any extensive measure by institutions for the preparation of teachers. Such preparation of a specialized nature as these teachers have received, therefore, has of necessity been during their

service period as teachers. In-service education has a number of advantages, as well as a few disadvantages. Teachers are available for the family-living program much earlier when they can be drawn immediately, or after short initial preparation, from the existing staff. Interest in family-life subjects, teaching ability, smoothness of rapport with students and staff members on the part of the "potential" family-living teacher are already known to administrators or are easily observable as a basis for determining suitability. It is sometimes a disadvantage to choose the in-service approach because the inclusion of training for family-life instruction merely adds to an already-full teaching load. Then, too, because of being rather fully occupied in teaching, the teacher on the job finds it difficult to secure a broad and thorough grounding in family-life education subjects.

The in-service method of preparation usually means that a teacher in some one of the older, more traditional subject fields who is motivated in the family-life direction and who has the personal qualifications appropriate to family-life teaching is drawn into that field. Her traditional teaching subject, such as home economics, health education, biology, social studies, English, or consumer education, has usually had a small unit which is easily related to family living. This small unit may become increasingly larger and ultimately expand into a full semester course in family life. Such is the history of many of the family-living courses now offered in secondary schools and colleges. Teachers of family-living have also been drawn from the ranks of guidance workers and high-school deans.

Methods of supplementing the family-living teacher's traditional knowledge are fairly well known to

school administrators. They include summer school courses, extension courses, workshops, institutes on family living, interaction with family-life groups, and attendance at community, local, and national conferences on family-life education. One of the best approaches is to be an assistant to a master teacher in family-life education in which the assistant-in-preparation does actual teaching and guidance with sympathetic supervision by the more experienced person. Any adequate preparation for family-life teaching embraces contact with the actual teaching process and the guidance relationship with family-living situations. Successful teaching in any field involves constant criticism and revision of one's procedures so that in-service education becomes a continuous process as long as a teacher is intellectually and professionally alive. Teachers can be "experienced" through proved dependability and increasing adaptability.

#### PRE-SERVICE EDUCATION

Increasing thought is being given to programs of pre-service education of teachers for family-life education. Adequate pre-service education saves time and effort of the teacher and moves early and directly toward the goal of family-life teaching. Some costly mistakes in experience are also frequently avoided in this way. The cost of learning exclusively by experience is well illustrated by the case of the young would-be oculist who asked an old, experienced, and successful practitioner if it were necessary for the young man to attend medical college inasmuch as the older man had not done so. The latter admitted he had made a success but advised the young man to go to college as "it had cost a bushel of eyes" for him to learn. Yet it is necessary for well-prepared teachers



to have had some experience with actual family situations. It can be secured by practice teaching, counseling students, planning and participating in P.T.A. meetings, or even by baby-sitting as "field work" in family-life education. Some supervised family-life participation should be a required part of the preparation of all family-life education teachers.

Adequate pre-service preparation for family-life education includes a good foundation of general education in biology, sociology, psychology, home economics, physical education, history, economics, and still others according to the student-teacher's inclination and free hours. In addition, these general courses will be pointed up by such specialized courses as the family, consumer economics, adolescent psychology, child development, home management, marriage and the family, psychology of personal adjustment, home architecture, principles of guidance and counseling, human reproduction or sex education (if not included in biology, and the like to make up a major and/or minor according to the preference of the teacher-to-be. The subjects just mentioned were named as those most helpful in preparation for teaching family living by a research study group of eighty-one teachers of family life in the secondary schools of twelve states. Professional courses on teaching and educational method must be included either at the undergraduate or graduate level, or both. These will include not only the usual professional courses required by colleges of education but will comprehend such specialized courses as methods and problems in family-life education, elementary psychiatry, and marriage and family counseling practice. The last two seem essential, not only for the teacher to be able to give guidance in some of the simpler family problem

situations that will never go anyway to more expert professional counsellors, but also that the teacher may possess the information necessary for identifying cases that need to be referred for treatment to the more expertly trained professionals.

The preparation of the teacher is of crucial importance to the success of the educational program. Administrators are important, but they only build the railway up to the gold mine: the teacher does the mining. The intellectual and personality growth of the young persons for whom the educational system exists depends upon the ability of the teacher effectively to get through the intellectual and emotional obstacles our age has interposed between teacher and student. Let us hold the teacher and his task in the esteem they deserve and not stint the background preparation necessary to do a good job.

Our society has done better educationally for the other units of social organization than it has for the simple but fundamental unit—the family. For the state, our large universities have colleges of law and departments of political science; for business and industry, colleges of commerce; for the school, colleges of education; and for the church, seminaries and colleges of religion. But on what campus is there a "college of the family"? More recently a few courses emerged here and there on the subject of family life, with now a few institutions, such as, Teachers College of Columbia University, Ohio State University, Catholic University of America, and Florida State College, offering work leading to advanced degrees in family-life education. We are making progress but the family organization is still woefully neglected and we are reaping the fruits of this neglect in demoralized youth and disorganized family life.

In the fact of our social neglect of the family, thinking people recognize the family as basic to all our other social institutions. James Thurber, of the old *New Yorker*, some years ago gave a telling picture of this dependence of society on the family organization in his tabloidette, *The Last Flower*. In this little volume mankind is pictured as warring and fighting the entire world into complete destruction and desolation. Men are afraid of each other and live in caves and holes in the ground like rabbits. The earth is a waste of ashes and rubble. Only one last little flower remains. A young woman who ventures to walk out over the desolate waste discovers it and admires its beauty. She beckons to a

passing young man and he comes to behold the beauty of the flower with her. They touch hands and love springs up. They marry and establish a home and family. This gives impetus to others to provide materials for the building and furnishing of their home. Others take courage and establish homes and the wheels of industry begin to turn and eventually move back toward normality. Thus at the base of this recovery of civilization family-life provides the impetus.

May we hope the time is not too far away when this humble institution so basic to our civilized existence will have more champions, guides, and defenders in the educational program that must build for the future!



## GENERAL LEGISLATIVE NEEDS FOR THE PUBLIC JUNIOR COLLEGE IN THE NORTH CENTRAL ASSOCIATION AREA<sup>1</sup>

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SCRUTINY of general legislative enactments pertaining to the public junior college in the several states of the Union reveals they have followed no systematic pattern of development. Legal action in states contained in the North Central Association of Colleges and Secondary Schools is no exception with respect to the public junior college. Some states have no general legislation of this type. Of thirty states in the nation having public junior colleges controlled and governed by a political subdivision less than the state, only twenty-six have general legislative provisions pertaining to public junior colleges. Some of the twenty-six states having general legislation of this kind have but few provisions in many areas of legislation or none at all. This general condition is evidenced among the states included in the area comprising the North Central Association of Colleges and Secondary Schools.

Each state has met or failed to meet the demands for public junior colleges by haphazardly groping for legal provisions of a desirable nature. It has been deemed desirable to take an accounting of legal progress to date and to utilize the accumulated experience obtained during the two decades next preceding 1951 for incorporation into future planning. Such action should largely reduce the necessity for continued groping for desirable legislative provisions on a trial and error basis, and it would seem to give direction and continuity to future courses of action. A study to ascertain the value or de-

sirability of existing general legislation pertaining to the public junior college in each state would seem to serve not only to stimulate action in a state where a need may evidence itself, but it would also serve as a guide for states having little or no general legislation for the propagation of the institution. It is not held that legislative provisions in each state pertaining to the public junior college should be identical, for the converse is true. It is thought, however, that certain legislative provisions may be generally desirable and conducive to institutional growth in serving the needs of the community regardless of the locale. Likewise, it is believed that certain types of legislative provisions may generally operate as a detriment to the public junior college in any location with its varying and unique needs.

Before valid recommendations could be made regarding future action for general legislative enactment concerning public junior colleges, it seemed imperative that the existing items of general legislation relating thereto should be analyzed and their desirability ascertained. Desirability of general legislative provisions might well be profitably determined on the basis of current opinion and recent experience.

Information concerning the desirability of existing legal provisions in each state included in the North Central Association pertaining to the public junior college and the location of areas where needed legal attention exists have been provided in a recent nationwide study. The writer, aided by many state departments of education, educational leaders, and administrators of public junior colleges, together with

<sup>1</sup> Although this is an independent study, it applies so pertinently to the Association's interest in the junior college as to merit publication in THE QUARTERLY.—EDITOR.

the cooperation of the Research Division of the American Association of Junior Colleges, has provided a recommended guide for legal action.<sup>1</sup>

#### THE INVESTIGATION

The statutes of every state were examined and the general legislative provisions pertaining to the public junior college were analyzed and classified into sixteen major categories. The general legislative provisions, classified under the several categories, were presented in questionnaire form to all public junior college administrators and to a jury of selected educational experts. Each prospective respondent was asked to rate each item of legislation in terms of its desirability as a legislative enactment concerning public junior colleges according to one of five descriptive phrases; namely,—necessary or essential, important but not essential, contributes little, of no value, and detrimental. Each descriptive phrase was carefully defined to decrease the possibility of more than one interpretation of each by the respondent. A return of slightly more than 65 percent was realized from the public junior college administrators, and a return of 80 percent was obtained from a selected jury of leading educational authorities interested in or working with the public junior college.

States comprising the North Central Association contain 44 percent of all public junior colleges operating under general legislative provisions. This is much the largest percentage of those institutions contained in a regional accrediting association area. Returns from 70 percent of the total number of public junior colleges operating under general legislative provisions in this

area were realized. Replies to the study were obtained from at least 50 percent of the junior colleges in each state of the North Central Association excepting Oklahoma. One may well conclude that much general interest was evidenced by the study in an area containing the greatest number of the institutions. It is because of the commendable attitude and professional interest exemplified by educators in the Association area that further attention is given here to specific application of the findings to general legislative provisions found in the statutes of those states pertaining to the public junior college.

A numerical value, derived from a weighted rating scale recommended by the respondents to the study, was assigned each descriptive phrase. The mean weighted rating concerning each of the 137 items on the questionnaire was obtained for administrators and for educational authorities responding. Each state's school laws were again analyzed for general legislative provisions pertaining to public junior colleges. Each provision found was given a rating corresponding to the mean evaluation obtained for administrators and educational authorities to a like item on the questionnaire. Mean evaluations in terms of the criteria evaluated by administrators and educational experts were obtained for each state's *total* number of general legislative provisions with which the study was concerned and for such legislation in *each area or phase* of legislation. Provisions receiving mean ratings of 2.6 to 3.0 were thought to have been rated "necessary or essential" and those with mean ratings of 1.6 to 2.5 inclusive were thought to have indicated that provisions were rated as "important but not essential." Provisions receiving mean ratings of 0.6 to 1.5 inclusive

<sup>1</sup> R. J. Young, "Junior College Prospects and a Guide for Its Legal Propagation," *Junior College Journal*, XXI (April, 1951), 444-52.



were classified as having been rated as "contributes little," and ratings of -0.4 to 0.5 signified the item was of "no value." Mean ratings of less than -0.5 were felt to be definitely "detrimental."

LEGISLATIVE NEEDS IN THE NORTH CENTRAL ASSOCIATION

Eight of the twenty states formerly contained in the North Central Asso-

(4) and (5) are not to be interpreted as indicating only the desirability of legislative provisions in the statutes of those states in the several areas or categories studied. The mean ratings for all states have been obtained by a summation of the mean ratings for all provisions in each area of legislation and divided by the total number of states in the North Central Association. The mean weighted rating for all

TABLE I  
PRESENCE OF LEGISLATIVE PROVISIONS AND MEAN WEIGHTED RATINGS

Area, Phase, or Category of Legislation*	Number of States		All States in North Cen. Assn.		Only States with Legis. Prov. in N.C.A.	
	With	With- out	Admin.	Experts	Admin.	Experts
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Requirements for Establishment...	9	3	1.9	1.6	2.6	2.1
Procedure for Dist. Formation....	12	0	2.6	2.6	2.6	2.6
Dist. Formation.....	3	9	0.6	0.6	2.4	2.3
Organization and Discontinuance..	4	8	0.9	0.9	2.6	2.5
Technical Points Concerning Elec- tions and Petitions.....	9	3	2.2	2.2	2.9	2.5
Bldg. and Equip.....	2	10	0.3	0.2	1.7	1.5
Gov't., Control and Supervision...	11	1	1.8	2.3	2.1	2.5
Inspection and Accreditation.....	4	8	0.9	0.8	2.5	2.3
Finance (State Aid).....	4	8	0.9	0.9	2.7	2.6
Finance (County and Dist. Tax)..	8	4	1.4	1.3	2.2	2.0
Finance (Tuition and Fees).....	10	2	1.3	0.8	1.6	1.0
Other Finance.....	8	4	1.6	1.7	2.3	2.5
Curriculum.....	10	2	1.2	1.2	1.4	1.5
Admission and Graduation.....	5	7	1.0	0.7	2.3	1.6
Faculty.....	11	1	2.0	1.7	2.2	1.9

\* Categories of Miscellaneous and Transportation Finance have been consolidated under the heading of Other Finance, hence 15 rather than 16 categories.

ciation [Wyoming formally withdrew in March, 1951. ED.] have no general legislative provisions pertaining to the public junior college, and twelve do have. Table I indicates the number of states having provisions in each area or phase of legislation. The mean weighted ratings for all states in the North Central Association found in columns

states represents a relative index of both quality and number of provisions in each of the areas. Such an index may be utilized to discover areas of legislation where attention may be advantageously given to the enactment of additional provisions or the critical examination of present ones.

The mean weighted ratings in

columns (6) and (7) for only states in the North Central Association having legislation of a type with which the study is concerned indicate the value or desirability of existing provisions relating to various areas of legislation.

Data shown in Table I reveal that, in general, legal attention has not been given through legislative enactment to provisions pertaining to district formation, organization and discontinuance, inspection and accreditation, state aid and county taxation for junior college purposes, or admission and graduation. The states having legislative provisions pertaining to these areas of concern have been judged to have items that are "necessary and essential" or "important but not essential." One could conclude that the provisions that do exist in a few states pertaining to these general areas or phases of legislation are of a desirable nature according to the educational authorities and administrators participating in the study.

Further examination of Table I reveals that general legislative enactment has been concerned but little with provisions relative to buildings and equipment, the curriculum, and tuition. Only a few states of the North Central Association for Colleges and Secondary Schools have existing provisions concerning those areas of legislation. Existing items of legislation in those areas have been judged to be of less general value than may be desirable. States having such provisions might profitably examine them and question their desirability, giving cognizance to any unique local conditions. Existing legal provisions pertaining to curriculum and tuition in some states have actually been judged as generally detrimental.

Close agreement is evidenced between the consensus of public junior college administrators and educational

experts regarding the desirability of existing legislative provisions for each of the states contained in the Association. Close agreement is found also concerning the areas of legislation where more attention may well be given to providing future enactment as a legal basis for the continued growth and development of the public junior college in states of the North Central Association.

The only discrepancy of note between the results of administrators' and experts' consensus is manifested regarding provisions relating to tuition. The consensus for both groups exhibits a general negatory attitude toward enactments authorizing or requiring tuition or fees of persons enrolled in day-time, evening, extension, or Saturday classes. Administrators, more than experts, were inclined to favor provisions requiring tuition and fees of persons enrolled. The discrepancy further emphasizes the need for educators and legislators to give more legal attention to legislative enactment in the area of finance for the public junior college.

From the above analysis, it seems the most imperative needs for legal attention in the North Central Association are exhibited in areas of legislation concerning tuition, curriculum, and buildings and grounds. The following suggestions may well serve as a guide for further general legislative enactment pertaining to those areas of need.

#### RECOMMENDED GUIDE FOR AREAS OF GREATEST NEED

*Tuition and fees.*—The answers to questions of tuition and fees depend on the total financial picture in the schools of a given state. One thing is evident: namely, that public junior colleges should be tuition free or as nearly so as possible, and no items of legislation



which would authorize or require tuition are thought to be desirable. No tuition should be charged except to other districts for cost of educating their pupils, for the local district should not carry the financial load for adjacent and contiguous districts.

Close agreement of opinion is found among both administrators and educational experts with respect to two types of legislative enactments pertaining to tuition and fees. Both groups concur that in enacting legislation it is necessary or essential to have a stipulation authorizing any type of high school, school, or county to pay tuition of students living in the district or county who attend a junior college outside the district or county if such county or district maintains no junior college or junior college courses. Another type of enactment stating that school districts not included in an area maintaining a junior college should have power to pay tuition in whole or in part for regular students attending college elsewhere is thought to be less desirable to a slight degree than the former. In operation, the latter type of enactment might be construed to mean tuition in part only. It might also allow tuition for regular students attending any four-year college and is not as definite as the former item.

The variance of opinion concerning other items of legislation relating to tuition and fees is of considerable magnitude, but it is generally similar for the administrators and educational experts who expressed their opinions. Although administrators have tended to rate items higher than experts concerning requirements of tuition from the individual, members of both groups believe that a law requiring tuition of all students is generally detrimental or of no value.

Even though it is thought to be

generally undesirable to enact legislation requiring or authorizing individual tuition fees, if such items are deemed necessary in a given state, some types of legislation are a bit more desirable than others. A stipulation that tuition may be charged is thought to be a more desirable type than one authorizing tuition not to exceed a specified limit. An item of legislation authorizing but not requiring tuition for persons attending evening, extension, or Saturday classes is more desirable than one requiring tuition of persons enrolled in the classes. Tuition authorized for the maintenance of adult classes should not exceed the estimated cost to the district per student for maintaining the class, and it is important but not essential that a specification be written into law to effect this action. If the specification is absent, efforts to satiate adult educational needs may be severely curtailed. Abnormally high tuition fees exceeding the actual cost of the course might be charged in the attempt to secure some needed revenue for other purposes. If fees are charged of the individual, the governing body of any district authorized to establish a junior college should be authorized by law to fix and collect them.

Legislation should require persons not residing within a district maintaining a junior college to be charged a tuition fee higher than that requested of residents, if the individual is to be charged tuition. An enactment allowing the admittance of persons not residing within such a district subject to the same fees as are those persons residing within the district is deemed to be of little value.

*Curriculum.*—There seems to be little variance of opinion concerning the most desirable type of legislative enactment pertaining to curricular course offerings. A stipulation should provide

that the course of study should be designed to meet the needs of the pupils in the 13th and 14th grades and may include courses of instruction which will prepare for admission to the upper division of a higher institution of learning. A provision of this nature is thought to be necessary or essential. Items of legislation specifying that a general, technical, semi-professional and/or vocational or terminal curriculum may be offered in addition to an academic curriculum, or assigning authority for prescribing the course of study to the board of education are thought to be somewhat less desirable than the former one. Either of the latter two provisions, however, are necessary or important if the former type of provision does not exist.

Several types of general legislative provisions which are definitely detrimental or of no value may be enacted to provide for the course of study offered. Probably the most undesirable type of enactment is one specifying course offerings. Stipulations that all junior-college courses should be of college grade or that additional branches beyond the high school to be taught should be determined by the voters at an election are detrimental or of no value. Although considerable variance of opinion was noted concerning the desirability of two other types of items, both are generally thought to be of no value or to contribute little. One item would assign authority for prescribing the course of study to the state board and/or superintendent of public instruction. The other would stipulate that the course of study should be approximately equivalent to that of the first and second years of an accredited four-year college.

There is close agreement that a legal stipulation *authorizing* the institutions of higher learning in the state to accept

grades and credits earned in legally authorized junior colleges within the same state is necessary or essential. A consensus, but with much variance of opinion, was found to indicate that compulsion resulting from an item of legislation *requiring* the grades and credits earned in legally authorized junior colleges within the same state to be accepted by institutions of higher learning is not generally desirable.

Other legislative provisions relating to the curriculum thought to be generally desirable relate to the scope of offerings. Junior colleges should not offer more than two years of work beyond completion of the standard course of study authorized in accredited senior high schools. A provision should exist enabling a junior college to include grades 11 and/or 12 with grades 13 and/or 14. Such a provision will legally authorize a two-, three-, or four-year plan of organization and provide legal means for change which is flexible enough to take care of such factors as changing population trends and building facilities. Saturday classes and classes for adults to be maintained in connection with day or evening junior colleges should be authorized by law. Extension courses and evening or night classes should be authorized by legislative provision for both high-school graduates and non-graduates. A stipulation authorizing the course for high-school graduates only is generally undesirable and may be detrimental.

Much variance of opinion is exhibited concerning an item of legislation enabling the governing board of any school district authorized to maintain a junior college to contract with the director of education for the maintenance of a junior college in a state college situated in the same district. The consensus is that such an item contributes little, but the tendency is to favor such



a provision. Perhaps the desirability of such a provision would depend much upon the local conditions within a given state. In any event, the danger that such a junior college would be merely preparation for senior college would be imminent.

Although public junior-college administrators and educational experts rendering opinions on items pertaining to the curriculum agreed upon those previously mentioned, differences of opinion were evidenced concerning two types of provisions. Administrators feel that, in general, it is desirable for the law to define a credit hour and to specify the minimum number of actual teaching days for junior colleges or junior-college classes. Authorities have indicated that the former type of provision is of no value and may be detrimental, and that the latter type contributes little. The differences of opinion might possibly be attributed to the problems in this area which arise in actually administering the program in localities where no provision is made to clarify certain issues arising from lack of adequate agreement and understanding on these points. Authorities seem to feel that, although such matters should be settled, they are not legal matters and should be defined by regulations or standards of an accrediting agency rather than being written into law.

*Buildings and equipment.*—Desirable legislative enactment should provide a stipulation requiring the state board of education and/or state superintendent of education to approve buildings in which junior colleges are housed. When left to their own devices, local boards and superintendents are likely to commit many unwise acts in building a physical plant. Standards should be available to them and their plans should be approved by a state author-

ity, provided the plans embody recognized standards. A department of school planning in the State Department of Education may be one of the most useful divisions of the department in a state. The practice of donating outmoded inadequate physical plants to the public junior college in certain areas where new senior or junior high-school buildings are constructed must be counteracted with appropriate minimum standards specified by the state agency.

The state board and/or state superintendent of education should be required by law to determine standards for junior-college libraries and laboratories. Minimum standards for junior-college libraries, laboratories, or for buildings in which junior colleges are housed should not be stated in the law. Such provisions are generally thought to be of no value or detrimental for they tend toward rigidity. A provision relegating authority for determining standards for junior-college libraries, laboratories, or buildings to the local board of education or board of trustees is not thought to be generally desirable, for they are not usually cognizant of the needs.

#### APPLICATION OF RECOMMENDATIONS

It is hardly likely that educators and legislators would desire to ignore entirely the accumulated experience of the recent two decades when providing a proper legal basis for the public junior college. The day for abolishing many restrictive legal birth controls is here. As increasing demands for more educational opportunity by a democratic citizenry occur, the need for providing adequately for the public junior college by improved types of legal enactment will become more critical. Those persons who use the recommendations contained in this

article as a guide for improving some existing legal provisions that may be found to operate in an undesirable way or to provide the proper initial legal provisions are given appropriate caution. Legislative items included in the study pertaining to the areas discussed are taken from existing provisions in the statutes. It is possible that a legislative provision differing from any enacted to date might con-

ceivably be of greater value in accomplishing a given purpose, and this possibility should never be excluded. It is hoped, however, that the identification and analysis of certain legislative needs in states of the North Central Association and the recommendations for desirable ways to meet those needs will serve to assist the general progress of education in that area.



# THE USE AND VALUE OF G.E.D. TESTS FOR COLLEGE ENTRANCE OF VETERANS OF THE ARMED FORCES<sup>1</sup>

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NEAR THE CLOSE of World War II colleges began to be faced with the problem of admission of veterans of the Armed Forces who had not graduated from, or in some cases had not attended, high school. In 1945 Rolfe (5) predicted that the colleges and universities of the country were soon to face the task of orienting one million veterans who planned to enter college regardless of whether they were high-school graduates.

In 1944 Sackett (6) stated that the most valid instrument for determining fitness of non-high-school graduates to pursue specific courses would be a carefully guided and observed trial in the chosen curriculum. Tests of General Education Development (G.E.D. tests), however, soon came into quite common usage. One stated purpose for their development was to assist schools in the appropriate placement in a program of general education, of the students returning from military service. The experiences of colleges and universities during the past five years indicate that it is perhaps logical to assume that entrance on the basis of satisfactory completion of G.E.D. tests has been the most common means of college entrance for non-high-school-graduate veterans.

Most of the colleges and universities of this country have admitted non-high-school graduates on the basis of G.E.D. tests during the past seven years and by this date most of these persons have already succeeded or failed. Available studies of their achievements indicate general success.

The following are indicative of the types of studies which have been made.

Roeber (4) compared the college achievement of veterans admitted to college on the basis of G.E.D. tests to the achievement of regular high school graduates. This study was conducted at Kansas State Teachers College. Roeber concluded that achievement of non-high-school-graduate veterans admitted on the basis of G.E.D. tests was not quite so high as that of regular high school graduates, but that the achievement was sufficiently high, in the opinion of the admissions committee, to warrant the continued use of G.E.D. tests for college admission purposes.

Stinson (7), in a study at Colorado A. and M. College to determine what factors should be considered in predicting the college success of non-high-school graduates, found that, of the criteria used, the G.E.D. test is the best for predicting first-quarter grade-point averages for non-high-school graduates. The study was concerned with thirty non-high-school-graduate veterans admitted on the basis of G.E.D. tests (35-45 standard score plan). The first-quarter grade-point average of these thirty veterans was below that of the student body average (1.940 to 2.359).

The sample group in a study by Crawford and Burnham (1) was 135 members of the freshman class at Yale, July, 1944. They represented about one-third of the class. The purpose of the study was to determine the relationship of G.E.D. tests to first-term grades. The author concluded that, for this sample, the G.E.D. test scores correlated as well with the fresh-

<sup>1</sup> Sponsored by the Cooperating Committee on Research of the Commission on Secondary Schools.

man first-term average grades in all courses as did the average of all College Board tests.

Hartung (3), of the University of Tennessee, studied students failing to do satisfactory work at the Junior College, Martin, Tennessee. He found that among veterans who had entered the junior college on the basis of G.E.D. tests only fourteen out of fifty-nine remained in the junior college and only five continued to four-year institutions. He found that grades made by these veterans were much lower than three other groups: namely, women students, high-school-graduate veterans and non-veterans. He concluded that G.E.D. tests have not ordinarily proved to be a satisfactory substitute for high school work.

Dressel and Schmid (2) encountered the usual difficulty in obtaining desired data but did complete a most comprehensive survey of the literature in the area of G.E.D. tests and also contacted individuals, schools, colleges, industries, and other agencies. They have treated such items as (1) origin and development of the tests, (2) validity and reliability, (3) security, (4) acceptance of tests for employment, and (5) subjective reactions and conclude that the high-school level G.E.D. testing program has met admirably the purposes for which it was intended, including the award of high-school diplomas, the determination of educational level, and the award of credit. If present emergency conditions continue, they conclude that the program should be continued in essentially the same manner.

Many educators vitally interested in the problem, however, have contended that these studies are not sufficiently comprehensive and that they relate only to the "early crop" of veterans who possessed most of the qualities necessary for college success. They have

further contended that the "later crop," who enrolled only in sufficient time to meet the dead line under the "G. I. Bill of Rights," have not, in the main, possessed these qualities and that, although having passed the G.E.D. tests, they have not achieved sufficient success as college students.

Since the success of the use of tests of general education development for purposes of college entrance depends greatly upon the cooperation of secondary-school and college administrators, and directors or supervisors of state education programs, it is apparent that the opinions of such persons cannot be entirely overlooked. Among available studies only that of Dressel and Schmid (2) considers the opinions or judgments of those cooperating in G.E.D. testing programs. Dressel and Schmid concede the importance of this judgment factor in stating that any evaluation of such a program should be based primarily on the later success of those recognized by the program, but that it should also consider the judgments of those cooperating in the program.

The following paragraphs, therefore, report an opinion or judgment study conducted under the auspices of the Committee on Cooperation in Research of the Secondary Commission, North Central Association of Colleges and Secondary Schools. The study was limited to the nineteen states of the North Central area and summarizes the opinions of the directors or supervisors in charge of G.E.D. testing programs in their respective state education departments. It also includes the opinions of the members of the Secondary Commission of the North Central Association who were, at the time of the study, administrators directly in charge of secondary schools. The opinions obtained relate to policies and procedures used in the various states,



and to such items as strengths and weaknesses of the tests, administrative procedures in giving the tests, testing agencies, the giving of high school credit and diplomas on the basis of the tests, and the apparent success of those who have used the tests for college admission. The information was obtained through the use of an opinion questionnaire to which eighteen of the nineteen directors (94.7 percent) and sixty-one of the seventy-six administrators responded (80.3 percent).

#### STATE POLICIES AND PROCEDURES

At the present time each of the nineteen states of the N.C.A. area operates some type of state program for the administration of G.E.D. tests under the supervision of its state department of education. Seven of eighteen state directors reporting (38.8 percent) indicate that some revision of their state programs will be necessary in order to care for future developments in the use of G.E.D. tests. Most of these changes are minor and relate to items designed to facilitate the entrance into the program of veterans drawn into the Armed Forces as a result of the Korean conflict. Ten of eighteen directors (55.5 percent) indicate that their present state programs will be satisfactory to care for all foreseeable future developments. These facts seem to indicate that the various state programs can continue to operate satisfactorily with only minor changes and adjustments and that, in most states, the veterans of the Korean War, and possible future wars, will be eligible for the same benefits as previous veterans.

Twelve of seventeen state directors (70.5 percent) hold the opinion that each state education agency should operate a program or system of G.E.D. testing by which it would give and/or authorize local school districts to give

high school diplomas upon the basis of G.E.D. tests. Two state directors (11.8 percent) indicated that each local school district should be free to do as it chooses without any state regulation and uniformity. Only one state director indicated that neither credit nor diplomas should be granted on the basis of G.E.D. tests.

The administrators in charge of local secondary schools were generally in agreement with the state directors regarding state programs. Forty-four of sixty-one reporting (72.1 percent) stated that they thought it desirable for each state education agency to operate a program or system whereby it would give and/or authorize local schools to give diplomas upon the basis of such tests. Five administrators (8.2 percent) thought it desirable that each local school district should be free to do as it chooses without any state regulation or supervision. Nine of sixty-one administrators (14.4 percent), however, stated that neither credit nor diplomas on the basis of G.E.D. tests should be given.

#### TESTING AGENCIES

The state directors and local school

TABLE I  
NUMBER AND PERCENT OF STATE DIRECTORS  
INDICATING CERTAIN TESTING AGENCIES  
AS SATISFACTORY

Agency	Num- ber Approv- ing	Per- cent Approv- ing
USAFI.....	14	77.8
Local high schools.....	6	33.3
Colleges and universities....	10	55.5
State Department of Educa- tion.....	4	22.2
Veterans Administration guid- ance centers.....	10	55.5
Veterans Testing Service, Chi- cago, Illinois.....	7	38.8
Other.....	5	27.7

administrators were in general agreement regarding the testing agencies which, in their opinions, should be approved for the giving of G.E.D. tests. A few from each group expressed dissatisfaction at the number of different agencies giving tests and some complained of laxity in the administration of the tests and attributed this chiefly to the large number of testing agencies. Table I indicates the number and percent of state directors favoring the recognition or approval of certain testing agencies by the state department of education as being satisfactory agencies for the giving of tests.

Table II shows the number and percent of high school administrators who believe that certain testing agencies can justifiably be approved or recognized for the giving of G.E.D. tests.

TABLE II  
NUMBER AND PERCENT OF HIGH-SCHOOL ADMINISTRATORS INDICATING CERTAIN TESTING AGENCIES AS SATISFACTORY

Agency	Number Approving	Percent Approving
USAFI.....	38	62.3
Local high schools.....	20	32.8
Colleges and universities.....	36	59.0
State Departments of Education.....	38	62.3
Veterans Administration guidance centers.....	22	36.0
Veterans Testing Service, Chicago, Illinois.....	13	21.3
Other.....	4	6.6

It should be noted that both groups favor USAFI and colleges or universities more strongly than other agencies. Both groups, however, seem somewhat satisfied with the testing done in Veterans Administration guidance centers. It will be noted also that, whereas secondary administrators regard the

TABLE III  
NUMBER AND PERCENT OF STATE DIRECTORS INDICATING WEAKNESSES IN THE USE OF G.E.D. TESTS

Weaknesses	Number	Percent
Minimum standard scores too low.....	11	61.0
Minimum standard scores too high.....	1	5.6
Test items too easy.....	5	27.7
Test items too difficult.....	0	0.0
Administrative procedures too lax.....	6	33.3
Administrative procedures too rigid.....	1	5.6
Other.....	2	11.1

testing of state departments of education rather highly, only a small percentage of the state directors favored testing by this agency. (It may be that these directors were quite modest about sanctioning their own administration and supervision of testing programs.)

ADMINISTRATION OF TESTS

It can be noted by comparing Table III and Table IV that both groups concerned in the study were in quite

TABLE IV  
NUMBER AND PERCENT OF HIGH-SCHOOL ADMINISTRATORS INDICATING WEAKNESSES IN THE USE OF G.E.D. TESTS

Weaknesses	Number	Percent
Minimum standard scores too low.....	46	75.4
Minimum standard scores too high.....	0	0.0
Test items too easy.....	29	47.5
Test items too difficult.....	0	0.0
Administrative procedures too lax.....	22	36.0
Administrative procedures too rigid.....	0	0.0
Other.....	10	16.4



TABLE V  
ATTITUDES OF HIGH-SCHOOL ADMINISTRATORS TOWARD GRANTING CREDIT  
AND DIPLOMAS ON THE BASIS OF G.E.D. TESTS

High-School Credit			High-School Diploma		
Attitudes	Number	Percent	Attitudes	Number	Percent
Fully satisfied.....	0	0.0	Fully satisfied.....	0	0.0
Generally satisfied.....	28	45.9	Generally satisfied.....	19	31.1
Dissatisfied.....	22	36.0	Dissatisfied.....	27	44.3

general agreement regarding certain commonly-expressed criticisms or weaknesses of G.E.D. tests. A majority of both groups believe that the minimum standard scores commonly used are too low. Although a few states require higher minimum standard scores, most states operate on the 35-45 minimum standard-score plan. A smaller number of complaints seemed to come from states using higher passing scores. The practice of some colleges in requiring higher scores was commended.

A seemingly significant number from each group also indicated that administrative procedures generally used in giving the tests are too lax. A few from the administrator group indicated that any persistent candidate could eventually find a testing agency from which he could obtain a passing score.

#### HIGH SCHOOL CREDIT AND/OR DIPLOMAS ON THE BASIS OF TESTS

The practice of allowing the successful completion of G.E.D. tests to suffice for a full four years of high-school work seems quite common among the various states. A few states, however, require the completion of four, eight or twelve units (one, two, or three years) of work before allowing the passage of G.E.D. tests to suffice for completion of the high-school diploma. It appears that most high-school administrators do not object to the award-

ing of a certain amount of high-school credit on the basis of G.E.D. tests but that many of them object to the awarding of diplomas wherein the G.E.D. test is used in lieu of the entire four years of work. Of the sixty-one secondary administrators reporting, none was "fully satisfied" with a program of awarding either credit or diplomas on the basis of passage of these tests. However, twenty-eight (45.9 percent) were "generally satisfied" with the awarding of credit and twenty-two (36.0 percent) were "dissatisfied" with this practice. They were less opposed to the giving of credit than to the giving of diplomas, however, because only nineteen (31.1 percent) expressed themselves as being "generally satisfied" with the practice of giving full diplomas whereas twenty-seven (44.3 percent) expressed themselves as being "dissatisfied" with the practice. These figures are shown in Table V.

When asked whether they thought (through contacts and discussions) that the high-school administrators of their respective states were satisfied with the issuance of credit and/or diplomas on the basis of G.E.D. tests the state directors responded as shown in Table VI. It will be noted that the directors reported on the administrators' opinions in a similar fashion that the administrators reported on their own opinions, except that the administrators evidently were slightly more

TABLE VI

OPINIONS OF STATE DIRECTORS CONCERNING ATTITUDES OF HIGH-SCHOOL ADMINISTRATORS  
TOWARD GRANTING CREDIT AND DIPLOMAS ON THE BASIS OF G.E.D. TESTS

High-School Credit			High-School Diploma		
Estimated Attitude	Number	Percent	Estimated Attitude	Number	Percent
Fully Satisfied.....	0	0.0	Fully Satisfied.....	0	0.0
Generally Satisfied.....	9	50.0	Generally Satisfied.....	8	44.4
Dissatisfied.....	5	27.7	Dissatisfied.....	6	33.3

dissatisfied than the directors thought they were.

#### COLLEGE SUCCESS OF NON-GRADUATE VETERANS

Of the eighteen directors reporting, twelve (66.7 percent) thought that non-high-school-graduate veterans had done satisfactory work in college. Only seventeen (27.9 percent) of the administrators, however, thought that the veterans admitted on the basis of G.E.D. tests had done satisfactory college work. The additional comments made and the cases cited indicated that many of this group were generalizing on the basis of specific cases which claimed their immediate attention.

#### CONCLUSIONS

It appears that directors or supervisors of the state programs and school administrators directly in charge of secondary schools hold very similar opinions regarding G.E.D. tests and the manner in which such tests should be administered. Although the latter seem somewhat more critical, both groups indicate rather clearly that:

1. Each state education agency should operate a G.E.D. testing program whereby it will give and/or authorize local schools to give high-school credit, diplomas or certificates to veterans who have successfully completed such tests. Each local school district should have the right to determine its own policies within the frame-

work of the state program and using the state program requirements as minimum requirements. This will effect both the desired uniformity of practice and local autonomy.

2. Minimum passing scores should be raised. The 35—45 standard-score plan should be raised to perhaps 40—45 or 45—50.

3. Administrative procedures in giving G.E.D. tests should be "tightened up." A specific means of doing this was the elimination of some testing agencies. It was also suggested that all test results be forwarded to the local high schools concerned (both for those who passed and those who failed), the claim being that otherwise unknown to the local school, the person tested could fail two or three times before finally finding some way to make a passing score.

5. Some high-school experience (from one to three years was recommended) should be required. In other words the passing of the G.E.D. tests should not suffice for a full four years of high-school work.

6. The G.E.D. tests should not be allowed to become competitive with regular high school attendance. Some suggested that diplomas should not be granted at an earlier age than twenty or twenty-one years. Withholding the diploma until the time when the high-school student would normally have graduated does not seem to be quite satisfactory.



Since it is quite likely that for some time the use of G.E.D. tests for purposes of college admission of non-high-school graduates will continue to be recognized, the above conclusions should be worthy of consideration by those working on both the state and local levels in evaluating or revising present policies and practices. Close cooperation of all concerned will be

necessary to make the program of high-school level G.E.D. testing function. Opinions of those cooperating in the program vary but there is somewhat general agreement that the program with the above revisions should be continued for the awarding of high-school credit and diplomas to veterans of the Armed Forces.

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# STANDARDS FOR PRIVATE SCHOOLS IN THE REPUBLIC OF THE PHILIPPINES

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IN THE REPUBLIC of the Philippines, under present conditions, less than 10 percent of the elementary education, but approximately 50 percent of the higher education is given in private schools. Many of the better private schools are conducted under Christian auspices, either Catholic or Protestant, but a large and increasing number are proprietary institutions, including universities, operated for the profit of their owners and supported almost entirely by fees paid by the students. Under such circumstances, therefore,

To offset this tendency and to endeavor to guarantee to the public that reasonable academic standards will be maintained, the Philippine government has established the Bureau of Private Schools in the Department of Education whose function is to supervise all private schools in the Republic and to encourage maintenance of reasonable standards in them. The bureau is supported, for the most part, by payments from the private schools of 1 percent of the fees which they collect from their students.

TABLE I  
NUMBER OF PRIVATE SCHOOLS IN THE PHILIPPINES

Year	Total	Kinder- garten	Elemen- tary	Second- ary	Special Vocational	Collegiate
1940-41.....	884	129	314	354	—	87
1945-46.....	691	61	137	297	41	105
1948-49.....	2,125	142	483	786	418	296
1949-50.....	1,898	145	466	775	223	289
1950-51.....	2,290	112	508	929	364	377

the tendency is strong to increase teaching loads beyond reasonable limits, to increase class size, and to economize unduly on libraries and on laboratory and other equipment.

EDITOR'S NOTE: After serving for four years as Adviser on Higher Education in Japan, as indicated in the heading of this article, the author resigned in March, 1951, to study educational conditions in other countries of Asia, Australasia, Africa, and Europe. He is well known in North Central circles, having been coordinator of the Cooperative Study of Evaluative Criteria from 1935 to 1939.

The information upon which this article is based was furnished by Dr. Manuel L. Correon, Director of Private Schools of the Republic of the Philippines, during the author's visit to the Philippines in March and April, 1951. It is published in THE QUARTERLY because of the continuing educational relations between the Philippines and the United States.

The Director of the Bureau, since the liberation from the Japanese Occupation in 1944, has been Dr. Manuel L. Correon who secured his doctor's degree from the University of Nebraska thirty years ago. While there he earned membership in Phi Beta Kappa. He subsequently did graduate work at the University of Chicago and Columbia University. Before the war he was connected with the public school system of the country.

The growth in number of private schools to meet in part the educational needs of this new nation of almost twenty million people is shown by the following summary of the number of



the five types of private schools for the last prewar year and for four postwar years.

The 377 institutions classified as "collegiate" in 1950-51 are well distributed throughout the Islands, all but three of the forty-nine provinces being represented. Fourteen of the group, of which ten are in the capital city of Manila, are designated as "universities." Seventy more bear the

iversity, is the only institution which offers work leading to the doctorate. The University of the Philippines is the only state or national university, but it does not offer work beyond the Master's level.

For the same five years summarized above, a summary of enrollments in these same private schools is shown in Table II.

In 1949-50, there were 14,659 teach-

TABLE II  
ENROLLMENT IN PRIVATE SCHOOLS OF THE PHILIPPINES

Year	Total	Kinder- garten	Elemen- tary	Second- ary	Special Vocational	Collegiate
1940-41.....	171,134	6,449	65,083	63,589	—	36,013
1945-46.....	109,712	3,169	21,703	63,750	10,395	10,695
1948-49.....	470,788	7,547	114,252	220,445	21,244	107,300
1949-50.....	535,349	7,496	118,804	244,608	28,867	135,574
1950-51.....	655,840	5,504	150,616	294,194	22,144	183,382

name of "junior colleges" while the others are variously known as colleges, institutes, or academies. In fact, from one point of view, it would hardly be amiss to classify almost all the higher education in the country, including the universities, as of junior college level since the school system involves only six years of elementary education and four years of secondary education. Thus enrollment in the universities and other collegiate institutions occurs at the close of the tenth year of formal education, equivalent to the beginning of the third year of the American four-year high school.

The junior colleges commonly confer the Associate's degree upon their graduates. The universities confer the Bachelor's degree after a four-year course of study and the Master's degree after an additional year. The oldest established university, the University of Santo Tomas, founded by the Dominican Order in 1611, twenty-five years earlier than Harvard Uni-

versity, is the only institution which offers work leading to the doctorate. The University of the Philippines is the only state or national university, but it does not offer work beyond the Master's level.

Elementary.....2,694  
Secondary.....6,260  
Collegiate.....5,705

Under postwar conditions the pressure for relaxation of standards has been strong. Those who are familiar with actual conditions in the country, including visiting American educators, feel that the quality of the different private institutions varies widely from some which maintain high standards of academic work to others, particularly of the proprietary group, which are little removed from the designation of "diploma mills." With his small staff of assistants and inspectors, Dr. Correon is making a serious effort to meet this situation and gradually to improve conditions.

General standards have been established for private schools and colleges. Special standards have been set up for curricula in special types of education such as normal, dental, legal, secre-

tarial, musical, nursing, and vocational. These have not been developed or imposed arbitrarily but have resulted from cooperative conferences with educational leaders in the fields concerned. Detailed lists of necessary equipment have been issued for such college fields as physics, chemistry, and zoology and for a wide variety of vocational fields including horticulture, farm mechanics, poultry and swine raising, wood working, automobile mechanics, tailoring, dressmaking, beauty culture, typewriting, stenography, and printing.

American readers, after their variety of experiences with university and secondary school standards, will doubtless be interested in reading the actual "General Standards for Schools and Colleges" as they have been formulated under the auspices of the Bureau of Private Schools in the Philippines. They read as follows:

#### I. ADMINISTRATION

Every school or college must have an efficient and stable administration. The owner or members of the governing board of the school corporation, the director or executive officer, and the members of the teaching staff should be men of high moral character and in full sympathy with the broad policies of the Government of the Republic of the Philippines. The owner and majority of the members of the governing board should be Filipino. Each school or college should have a full-time director or a dean possessed of adequate training and experience acceptable to the Department, who will direct the administration of the school and supervise classroom instruction. A full-time director or faculty member is here defined as one who has no other regular remunerative occupation which takes up more than four hours of his time daily and whose services are available during the entire time that the school operates.

Every institution should have a system of records showing conveniently and in detail the credentials, grades, accounts, and other data regarding the relation of students to the school.

#### II. FACULTY

An institution should have a competent faculty, organized for effective service and work-

ing under satisfactory conditions. In general the members of the teaching staff in the different levels of instruction should possess the following minimum qualifications:

1. In the elementary school, completion of the [two-year] normal school course or its equivalent to be determined by the Bureau of Private Schools.

2. In the secondary school, possession of the degrees of Bachelor of Science in Education, or Bachelor of Arts, Bachelor of Philosophy or equivalent to be determined by the Bureau of Private Schools.

3. In the collegiate department:

- (a) For cultural courses—possession of a graduate degree or its equivalent to be determined by the Bureau of Private Schools.

- (b) For professional and technical schools—possession of an acceptable professional degree and extensive experience in the profession or equivalent to be determined by the Bureau of Private Schools. A school or college will be judged in a large measure by the ratio which the number of teachers with sound training, scholarly achievement, and successful teaching experience bears to the total number of the teaching staff. In the evaluation of the instructional efficiency of a school or college great weight will be given to the performance of students in examinations to be conducted by the Department from time to time, and to results of the examination to be given by the different government examining boards and the Supreme Court. At least three-fourths ( $\frac{3}{4}$ ) of the members of the teaching staff in a school or college, and the head of the department in a college should be on a full-time basis devoting their professional services to instruction, and to research or to other activities in behalf of the institution. Only Filipino and American citizens should be assigned to teach social science subjects.

The rates of salary of the instructional staff as submitted in B.P.S. Form 1 and approved by the Bureau of Private Schools shall be in force and salaries thus approved shall be paid promptly.

A teaching load of more than six forty-minute periods a day in the secondary schools and eighteen hours a week in the college shall be considered as endangering instructional efficiency.

In the interest of efficient instruction schools and colleges should have teachers on a permanent tenure. All teachers should be under contract. A teacher so contracted shall have permanent tenure and shall not be dismissed from the service except for cause or other justifiable reasons which, in every case, must be reported to and approved by the Bureau of Private Schools. No change should be made in the composition of the teaching staff without prior approval of the Bureau of Private Schools. A change in the



faculty, replacement, substitution or addition, should be submitted and approved by the Bureau of Private Schools. At the beginning of each school year, the names of the new members of the teaching force together with the usual data required of the faculty should be submitted for approval to the Bureau of Private Schools. The old staff of a school should be deemed to continue in their assignments unless otherwise changed.

III. ENTRANCE REQUIREMENTS

Admission of students from one grade or year to another, or transfer from one school to another in the elementary and secondary schools will be based upon valid credentials, or under certain conditions authorized by the Bureau of Private Schools. In colleges and universities admission will be based upon satisfactory completion of a certain number of prescribed units from the secondary school and passing an entrance examination to be conducted by the Bureau of Private Schools.

IV. CURRICULUM

The curriculum of each school or college shall be prescribed by the Department from time to time. The textbooks and supplementary readers to be used in the schools and colleges will be those approved by the Board on Textbooks or authorized by the Department or this Office.

V. LIBRARY

Each school or college should have a library which is alive, adequate, well-distributed, and

professionally administered with a collection bearing specifically upon the school or upon course taught. There should be an annual appropriation specifically to be devoted for the expansion of library facilities. All library fees collected should be devoted to the purchase of library books. The Bureau of Private Schools will prescribe what constitutes a basic school library, and from time to time will issue the titles of books that may be purchased. The school or college should subscribe to magazines and periodicals, including those for teachers, that have direct relation to the subjects or the courses authorized. For a new school which does not have adequate library facilities, or an old school which has lost part of its library, and for the school which may be found to have deficient library facilities after a survey, the school authorities should have available cash on hand which shall be spent for the building up or rehabilitation of the school library. This amount shall be spent at the request of the Bureau of Private Schools when the purchase of library books becomes practicable.

VI. LABORATORY FACILITIES

A school or college must have adequate laboratories for instruction in science including apparatus, equipment and other instructional aids to carry on efficient teaching. Laboratory equipment and instructional aids should increase and improve in proportion.

For the library field a further effort

TABLE III  
MINIMUM LIBRARY STANDARDS FOR COLLEGIATE COURSES

Courses	Minimum number of cultural books <sup>1</sup>	Minimum number of professional books <sup>2</sup>	Total required
Junior College of Liberal Arts (A.A. Course).....	2,000	—	2,000
Four-year Liberal Arts Course (A.B., etc.).....	3,000	—	3,000
Senior or Junior College of Education <sup>3</sup> .....	—	1,500	1,500
Law.....	—	2,000	2,000
Medicine.....	—	2,500	2,500
Engineering, Architecture.....	750	750	1,500
Commercial (A.C.S.).....	1,000	500	1,500
Commercial (B.S.C.).....	1,000	1,000	2,000
Pharmacy.....	750	500	1,250
Home Economics (B.S.H.E.).....	2,500	500	2,500
Postgraduate Education (including undergraduate).....	—	3,000	3,000
Optometry.....	—	250	250
Nursing.....	500	300	800
Dentistry.....	750	500	1,250

<sup>1</sup> Including general reference works.

<sup>2</sup> Including professional reference works.

<sup>3</sup> In the case of senior colleges, in addition to junior liberal arts books.

has been made to present more objective standards by the following classification of books:

For collegiate courses, minimum library standards are set up, (Table III) and supersede any lower requirements announced in previous minimum standards. Colleges now having approval for these courses will be given a reasonable length of time to meet such standards as have been raised and announced for the first time. The division of requirements between cultural and professional books is of course somewhat elastic, and many of the course requirements overlap in the sense that cultural books (but not usually professional books) may be used for more than one course. For colleges with a very large enrollment these minimum standards are considered to be entirely insufficient.

Says Dr. Correón,

The experiences of our Office during the past

three post-liberation years, as well as before the war, has shown that competition and rivalry among the private schools located in the same town or community, instead of promoting high standards, has led to the destruction of the competing schools and to the detriment of the educational welfare of the Nation. It is believed, therefore, that except for the very large towns and cities, new schools should be opened only in towns and communities where there are not already existing private or public schools offering the same or similar courses.

Dr. Correón has therefore requested that individuals or groups contemplating the opening of new private schools consult with his office before developing plans for organizing such new schools. By this means he has been able to discourage or prevent the establishment of some institutions of doubtful need or with insufficient backing.



## PUBLICATIONS OF THE NORTH CENTRAL ASSOCIATION<sup>1</sup>

- I. THE NORTH CENTRAL ASSOCIATION QUARTERLY. Editorial Office, 4019 University High School Building, University of Michigan, Ann Arbor, Michigan
- II. Publications produced or sponsored by Committees or Subcommittees of the Commission on Research and Service
- A. Unit Studies in American Problems—a new and challenging type of classroom text materials sponsored by the Committee on Experimental Units for the use of students in high school social studies classes. Charles E. Merrill Company, 400 S. Front Street, Columbus 15, Ohio.
1. *Atomic Energy*, by WILL R. BURNETT
  2. *Conservation of Natural Resources*, by E. E. LORY and C. L. RHYNE
  3. *Housing in the United States*, by A. W. TROELSTRUP
  4. *Latin America and Its Future*, by RYLAND W. CRARY
  5. *Maps and Facts for World Understanding*
  6. *Why Taxes?* by EDWARD A. KRUG and ROBERT S. HARNACK
  7. *The Federal Government and You*
  8. *Youth and Jobs*, by DOUGLAS S. WARD
  9. *The Family and You*, by HENRY A. BOWMAN
- B. Unit Studies for Better Learning—McGraw-Hill Book Company, New York.
1. *Sprouting Your Wings*, by Bruce H. Guild
- C. Pamphlets produced as outgrowths of committee studies and projects.
1. A Study of Teacher Certification
  2. Developing the Health Education Program.
  3. Attacking Reading Problems in Secondary Schools.
  4. Developing Intergroup Relations in School and Community Life. ((25¢)
  5. Better Teaching Through Audio-Visual Materials. (10¢)
  6. Report of the Self-Study Survey of Guidance Practices in North Central Association High Schools for the School Year 1947-48 and Check List of Elements in a Minimum and an Extended Program of Guidance and Counseling. (10¢)
  7. Cooperation between Secondary Schools and Colleges—a report prepared for the Committee on High School-College Relations of the North Central Association by Manning M. Patillo, Jr., and Lorence Stout, University of Chicago. (15¢ for single copies; 5 or more mailed to one address 12¢ a copy).
  8. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11 New York.
- D. Syllabus—*Functional Health Teaching*, by LYNDIA M. WEBER. Published and distributed by Ginn and Company, Chicago
- III. Publications of the Commission on Secondary Schools. Distributed free to members of the Commission and member schools
- A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
- B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications of the Commission on Colleges and Universities. Available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
- A. *Revised Manual of Accrediting*, July, 1941. \$2.00 (unbound)
- B. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00
- C. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge
1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941

<sup>1</sup> Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, College of Education, University of Minnesota, Minneapolis.

2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
  3. "Principles of Freedom in Teaching and Research." An extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*
  4. "Report of the Committee on Physical Education and Athletics," June, 1933
  5. "Conditions Surrounding the Offering of the Master's Degree," by E. B. STOFFER October, 1937
  6. "Professional Education in Physical Education," by D. OBERTEUFFER, April, 1940
  7. "Nursing Education in Higher Institutions of the North Central Association," by LUCILE PETRY, April, 1941
  8. "Survey of Music Education in the North Central Association," by ALBERT RIEMENSCHNEIDER, October, 1941
  9. "The Institutional Purposes of Seventy-five North Central Colleges," by MELVIN W. HYDE and EMIL LEFFLER, January, 1942
  10. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON, October, 1943
  11. "Report of the Committee on Postwar Education," April, 1946
  12. "Faculty Status in Member Colleges and Universities of the North Central Association of Colleges and Secondary Schools, 1945-46," by JOHN H. RUSSEL and NORMAN BURNS, April, 1948
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 744 Jackson Place, Washington 6, D. C. \$5.00.
- B. Publications of Cooperative Study of Secondary School Standards. Available from 744 Jackson Place, Washington, D. C.
1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
  2. *Evaluative Criteria* (1950 Edition), paper \$2.50; set of separate sections \$2.50 each
  3. *Educational Temperatures* (1940 Edition), \$1.25
- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.
- VII. "Know Your North Central Association."



# THE NORTH CENTRAL ASSOCIATION QUARTERLY

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Number 4

## ASSOCIATION NOTES AND EDITORIAL COMMENT

### THE SCHOOLS, THE PUBLIC, AND THE PRESSURE OF NON-COMPETITIVE EVENTS

READERS of these columns are aware of the attention which the Association gives to any proposal submitted by a member high school or college or even by a single person in any of the three Commissions. Merit is the only criterion applied to any serious suggestion for action.

The question of contests is a case in point. Probably George Manning, principal of the senior high school at Muskegon, Michigan, should receive more credit than any one else for driving home the need for regulatory action in this troublesome area of administration. Before both the Michigan Secondary School Association and in the meetings of the Commission on Secondary Schools, George untiringly pioneered this idea. Every high school principal in the North Central Association, and probably on the rolls of the National Association of Secondary School Principals, as well, now benefits from the action of the North Central upon this question because the good word has got around far outside North Central territory.

To the foregoing should be added the present grass-roots attention that competitive athletics is receiving. Here the Association moved, not because the American Council on Education had appointed a committee to "clean up college athletics,"—indeed, it may fairly be said that the North Central's

intention to proceed antedated the Council's announcement—but because the high schools of the Association created a literal ground swell of sentiment that something should be done; and through the members of the Commission on Secondary Schools who sit on the Executive Committee of the Association their wishes were carried to that central body. Under the capable leadership of J. B. Edmonson, hand-picked for the job, it may be surmised that the committee on athletics will have a practical impact that will not characterize the work of the A.C.E. group.

But still another type of demand, somewhat akin to contests and much more difficult to evaluate, is still upon the schools: canvasses, drives, "days," "weeks," and the like, all of which represent the special interests of worthy civic organizations which cannot be disregarded.

For a decade C. C. Trillingham, County Superintendent of Schools, Los Angeles County, California, has been issuing to his official constituents a *Monthly Bulletin* of news. In the February, 1952, number and under the caption, "Meeting Some of Our Pressures," he talks, not only about contests, but also about the type referred to above. In part he says,

... there is a long list of special days, weeks, or events which schools are called upon to observe in addition to the annual anniversary observances required by law. For example, among such events facing the schools in the immediate

future are Brotherhood Week, Conservation Week, Public Schools Week, and Invest in America Week.

... there are the drives for money such as the Community Chest, the American Red Cross, and the March of Dimes.

... there are the stirring pleas that schools help in the drives for clothing and other needed commodities for over-seas distribution. These include the Junior Red Cross, Save the Children Federation, C.A.R.E., the Heifers for Relief Project, and the like. These organizations base their appeals not only on the great human needs that exist in many parts of the world, but also on the conviction that American children need the educational experience of learning to share with the less fortunate.

After pointing out the individual worthiness of most of these events and projects, Trillingham says that the total combination tempts the busy school official to throw up his arms in desperation and sidestep the whole array. "On the other hand," he goes on to say, "to ignore all of these appeals would be poor public relations indeed."

To this every schoolman agrees; but he would also say, what can be done about it? After proposing evaluation of such requests along lines which the North Central has adopted for contests, Trillingham makes the further suggestion:

... allocate proper assignments to appropriate grade levels or curriculum area. For example, Conservation Week might be referred to the ninth and tenth grade science classes, Brotherhood Week to the eleventh and twelfth grade social studies, while Invest in America Week might be assigned to business education classes. Such a plan would probably call for committee study and recommendation and might finally involve adoption of reasonable administrative or board policies for guiding future action and for safeguarding the schools against those groups that wish to use them for "political" or "commercial" advantages.

As to contests, the North Central Association has already provided such safeguards; but, obviously enough, work still remains to be done in this other area.

HARLAN C. KOCH

"THANKS, EDGAR!"

THE EDITOR'S attention has been called to a vast geographical—and editorial—error that appears on page 289 of the January number of the QUARTERLY. There the Editor says that Wyoming withdrew from the Association in July, 1951. What he should have said is that *Montana* took that action. Quite properly the alert eye of Edgar G. Johnston, Secretary of the Commission on Secondary Schools, spotted the mistake. No, it was not typographical; merely amnesic, since the Editor generally has to prepare materials for the printer with his right hand, while doing some unrelated thing with his left. Wyoming is still safely—and happily—in the fold.

#### PROPOSED STUDY OF THE WORKSHOP AS AN IN-SERVICE EDUCATION PROCEDURE

THE PROGRAM of education in the United States has not been made from blueprints. Neither has it come about by accident. It has evolved. Just as the objectives of government and the needs of the people have changed and enlarged, so have the concepts of education changed in relation to responsibilities and to the kind and the number of services to be rendered through the educational program. As society became progressively complex through economic, political and social changes, the task of the school which serves this society has likewise become complex.

One cannot review the evolution of the educational program in this country without a feeling of satisfaction and pride as it has attempted, and in so many ways succeeded, in keeping step with the new and enlarged functions given it. It is to the credit of the teachers that they have sensed and accepted their evolving role. They have been flexible enough to adapt their methods and practices to meet the



challenge presented them by an ever changing and expanding panorama of boys and girls converging on schools.

A brief glance into the records of teachers will reveal a tremendous increase in their training and preparation during the past two decades or more. A recent study made in Indiana showed that 87 percent of the city teachers, 73 percent of the town teachers and 52 percent of the township teachers had four years of college training.<sup>1</sup> Of these, 32 percent had more than the Bachelor's degree and 20 percent had the Master's degree or more. The number of high school teachers with less than four years training is negligible in the state and almost 60 percent have five years of training to their credit, with 6,457 teachers, more than 26 percent of all of the teachers in the state, holding the Master's degree. The rate of growth and improvement in training and preparation of Indiana teachers is typical of improvement in general of teachers throughout the United States. A total of 430,000 degrees conferred by higher institutions of learning during the year ending June 30, 1951, set a record, the Office of Education announced. Of this number more than 50,000 were Master's degrees and more than 5,000 Doctor's degrees, with a high percentage of both Master's and Doctor's degrees being earned by teachers. This reflects higher salaries and salary schedules which place a premium on increased training. But it reflects more than this. It reflects a new professional interest on the part of teachers and a new desire to make themselves more effective in their work.

Teachers have utilized various methods of In-Service Education. They have kept themselves growing and

improving in service through the media of summer school attendance, extension and evening classes, correspondence courses, institutes, conferences, travel and other forms of study. An increasing number of teachers are taking advantage of the Workshop for additional training.

This research project concerns itself with the Workshop as an In-Service Education procedure. The name "Workshop" is applied to many forms of in-service education procedures designed to help teachers secure new or modified points of view, new ideas, new methods and new inspiration for their profession and work.

There seems to be no universal or uniform concept of the term "Workshop." It is a name given to one type of In-Service Education. Many of the procedures followed in providing teachers with opportunity for growth differ in length of time of operation. They differ in type of organization, in the extent and kind of facilities thought necessary for efficiency of operation, in the frequency of meetings, in the use of leadership and in the agencies sponsoring them. In this study these differences are recognized and therefore exploration is being made of the experiences provided by Workshops sponsored by local school corporations, by single schools within a school corporation, by groups of schools which cluster around natural geographical areas, those sponsored by colleges and universities and those conducted by professional agencies directly and indirectly related to education.

It is the purpose of this investigation to find, if possible, the characteristics of the Workshop which distinguish it from other In-Service Education procedures. What are its objectives? What are the best ways for planning the Workshop? What are some of the elements of administration which are

<sup>1</sup>Indiana School Study Commission, "An Evaluation of Indiana Schools," 1948-49, p. 211.

important? What seem to be the best practices of internal organization of the group for effective work? What is the role of the leader and consultant in its operation. How is their role different if at all, from their role in other In-Service Education procedures? These and other questions are being asked and it is hoped that answers will be found.

The study embraces some member institutions of the North Central area and a few institutions in other sections of the United States selected at random and explored for purposes of comparison. Three types of questionnaires are being used, designed to record respectively the experiences of teachers attending workshops during the past two years, of leaders and consultants of workshops and of institutions and agencies sponsoring them. From the questionnaire it is expected to secure some purposes of attending or sponsoring workshops, some information about the facilities necessary, but more about the outcomes of this type of activity from the points of view of those participating as students and those directing them. The questionnaire technique is being supplemented by direct visitation of twenty colleges and universities located in the Central and Western states which have carried on extensive workshop programs. Visits have been made, also, to city and township school systems in five states, all of which have had considerable experience with this type of In-Service Education.

The study is sponsored by the Subcommittee on In-Service Training of Teachers of the Commission on Research and Service. It is directly supervised by Dr. R. W. Holmstedt, Assistant Dean and Professor of School Administration, School of Education, Indiana University. The selection of colleges and universities and school

systems of the North Central area used in the study was made upon the suggestion of the various state chairmen. Workshop leaders with adequate experience were recommended by the schools involved in the study and the names of participants were supplied by the institutions and agencies sponsoring workshops. Sixty colleges, universities and agencies; 60 schools and/or school corporations; 100 resource leaders and consultants and 1,500 participants are assisting in the project. The wide spread interest in discovering workshop practices, policies and plans of operation, is clearly indicated by the almost universal acceptance of the invitation to share in the study and in the exchange of experiences. It is hoped that the outcomes may point the way to an even wider acceptance and use of the Workshop idea as an In-Service Education procedure.

J. R. MITCHELL,  
*Purdue University,*  
*West Lafayette, Indiana.*

#### PLANNED INNOVATIONS IN STUDENT TEACHING AT NORTHWEST MISSOURI STATE COLLEGE<sup>1</sup>

PROBABLY no experiences in the educational preparation of teachers are more important than the totality of activities in which students participate when enrolled in student teaching. Certainly, the time is past when teacher education institutions and their students may look to student teaching merely as a "course" which gives only an opportunity for the observation and "practice" of teaching.

<sup>1</sup> Since 1921 this institution has been a member of the North Central Association. The interesting departure from the "course" method to an integrated program for student teaching which the writer describes will be published soon by the Missouri Department of Public Education in *Missouri Schools*. It is presented here also for the convenience of teacher-training members of the Association which might otherwise miss it.—EDITOR.



Currently, Northwest Missouri State College is giving careful thought and preparation to a change from a three-quarter school year to a two-semester year which will be effected in the fall of 1952. Foremost among the considered improvements in teacher education under the semester organization are plans for continuous expansion in provisions for the professional laboratory experiences of student teachers. Two considerations are being kept constantly in mind as the change is being made: first, any change must in no way penalize students presently enrolled or who have unfinished degrees at the college; and, second, planning must be done now for future expanded experiences in order to provide for minimum change in general requirements.

At the present time, the college requires two quarters of directed teaching with the opportunity for both elementary and secondary students to elect a third quarter. In addition to directed teaching experiences, including observation, gradual participation, and full responsibility for teaching, for one hour a day student teachers participate in the kinds of things teachers do in addition to instruction. Among these laboratory experiences are varying amounts of the following: conferences with supervising teachers; noon-hour duties which include supervised experience in the school cafeteria, the halls and grounds, or noon-hour recreational activities; supervised experience in study halls or the library; and observation or participation in out-of-class activities and parent meetings.

Each quarter, all student teachers attend four seminar meetings at which professional topics, not normally a part of course work, are presented and discussed. The first seminar is an orientation followed by an informal tea to enable the students to get acquainted

with the total supervising faculty and other student teachers. Student teachers submit weekly reports of their experiences to the Director of Student Teaching. These reports serve as a self-evaluation device for the student teachers and as a means of keeping the Director informed about the total program of directed teaching.

With the exception of a supplementary experience of a month off campus for vocational home economics majors, all directed teaching is conducted on campus in the Horace Mann Laboratory School. The laboratory school is housed in a well equipped building and has qualified full-time supervising teachers for each grade and subject. The school has an enrollment of over four hundred and includes a nursery school, a kindergarten, and grades one through twelve. With the present college enrollment, the school is adequate for an increase in directed teaching experiences.

The basic changes being worked on are in terms of additional hours to be spent in student teaching and the possibilities of integrating other educational courses with directed teaching. Student teachers at both elementary and secondary levels will continue to be assigned the additional laboratory experiences mentioned above with some expansions, particularly in the area of community activities.

The significant change in elementary directed teaching is from a one-hour period to a half-day which includes at least one block of two consecutive hours for student teaching, augmented by additional laboratory experiences. This change will be a requirement for all elementary degree majors and strongly recommended for two-year students. Six semester hours of credit in directed teaching will be earned. It will be possible for some students, if teaching situations permit, to in-

crease their teaching experiences beyond the half-day by the addition of another three semester hours of credit in directed teaching or by integrating a theory or methods course with directed teaching.

For secondary majors, the block of a half-day teaching will not be required initially, but it will be available on an elective basis and will be urged in subject areas where the teaching situations permit. For five semester hours of credit, secondary students will spend one hour daily in directed teaching and will have the preceding or succeeding hour available for experience in study hall supervision, library supervision, and conferences. Secondary majors will also participate in the additional laboratory experiences which have been described earlier. By electing an additional three semester hours in directed teaching, the half-day block will be effected. It will also be possible to extend the laboratory experiences well beyond the half-day by integrating the two-semester-hour special methods courses with the directed teaching. All of the experiences and the ten semester hours of credit, thus available, would be under the direction of the supervising teacher of the student. The above plans for elementary and secondary student teachers will be implemented this fall. Plans for a full semester of Education credit with the traditional subject-matter courses in Education integrated into a full day of directed teaching are also being made.

For elementary majors, the plans envisage the following sequence: educational psychology (3.0) and introductory education course (2.0) during the freshman and sophomore years; child psychology (3.0) and organization and administration of elementary education (3.0) during the junior year; and a full semester of directed teaching (12.0)

integrated with the general methods in elementary education (2.0) in the senior year. Thus the total is twenty-five semester hours which is the Education requirement for degree elementary majors at the college. In their professional preparation, elementary majors also take a number of special methods courses listed under subject departments during their first three years.

For secondary majors, the sequence would be as follows: educational psychology (3.0) and introductory education course (2.0) during the freshman and sophomore years; adolescent psychology (2.0) and general methods (2.0) during the junior year; and a full semester of directed teaching (10.0) integrated with special methods (2.0) and the organization and administration of secondary education (2.0) in the senior year. The total is twenty-three semester hours, two more than the twenty-one semester hours in Education now required for secondary degrees.

The full semester of integrated educational experiences in directed teaching would not necessarily be required, but it would be worked out in as many instances as possible. An expansion in this direction would necessitate additional off campus laboratory facilities. Nearby school administrators have already indicated an interest and willingness to cooperate in this professional program in teacher education.

With the changes to be accomplished immediately and with the additional expansion of professional laboratory experiences in student teaching which is possible and essential to our plans, the staff at Northwest Missouri State College feels that it is making a distinctive contribution in the education of teachers, particularly in an area that provides increased actual partici-



pation in the kinds of things teachers do.

LEON F. MILLER, *Chairman,*  
*Division of Education.*

ABBREVIATED ANNOUNCEMENT OF THE  
PROGRAM FOR THE FIFTY-SEVENTH  
ANNUAL MEETING OF THE ASSOCI-  
ATION MARCH 31-APRIL 4, 1952

AS THIS ISSUE of the QUARTERLY was being readied for the press, the following brief announcement of the program for the Fifty-Seventh Annual Meeting arrived. As usual, this meeting will be held in the Palmer House, Chicago. Since this issue—the April number—will not reach its readers before the meeting and since the complete program is not yet available, the following preview provides information for non-attendants about the character of the 1952 sessions.

The statement released by the Executive Committee follows:

Believing that some public confusion concerning present day education has been caused by certain current criticisms which have misrepresented it, the Executive Committee is happy to announce a program for the Annual Meeting of the Association designed to present a constructive statement of the nature and accomplishments of modern education. The program has been planned about the theme "Education: Its Contribution to the American Way of Life." The general meetings of the Association are centered upon various aspects of this theme and designed to present positive statements concerning the purposes of modern education, its methods and its achievements in preparing youth for life in America. The following outstanding leaders in education will address the general meetings of the Association:

Ernest O. Melby, Dean, School of Education,  
New York University

T. R. McConnell, Chancellor, University of  
Buffalo

Will French, Professor of Education, Teachers  
College, Columbia University

George W. Ebey, Assistant Superintendent of  
Schools, Portland, Oregon

Arthur S. Adams, President, The American  
Council on Education

Robert S. Gilchrist, Assistant Superintendent  
of Schools, Pasadena, California

These distinguished educators are especially well qualified to present discussions which will be helpful in clarifying understanding of the aims, practices, and achievements of modern education. As will be noted in the programs outlined below, the three Commissions have also planned stimulating programs and secured prominent educators and laymen to discuss problems of immediate concern to their membership and related to the central theme.

The meetings on Monday, March 31, and Tuesday, April 1, are organized to take care of the official business of the three Commissions. Only those persons who have been invited in advance are expected to attend these meetings.

Persons attending the Annual Meeting should make their hotel reservations early. Although the meetings of the Association are held in the Palmer House, there are many good hotels in the immediate vicinity where good accommodations may be secured.

The following outlines briefly the programs of the Commissions and the General Association. Copies of the official program will be available at the Annual Meeting.

MONDAY, MARCH 31

9:00 A.M. Meeting of the Chairmen of the State Committees of the Commission on Secondary Schools (serving as the Reviewing Committee on New Schools).

11:30 P.M. Meeting of the State Committees of the Commission on Secondary Schools.

4:00 P.M. Meeting of the Chairmen, Assistant Chairmen and Secretaries of Reviewing Committees of the Commission on Secondary Schools.

7:30 P.M. Meeting of the Reviewing Committees and the Commission on Secondary Schools.

TUESDAY, APRIL 1

8:30 A.M.-4:00 P.M. Meetings of the Reviewing Committees of the Commission on Secondary Schools.

2:30 P.M. Executive Session of the Commission on Colleges and Universities (open to Commission members only).

4:00 P.M. Meeting of State Chairmen and Chairmen of Reviewing Committees of the Commission on Secondary Schools.

WEDNESDAY, APRIL 2

9:30 A.M. General Business Meeting of the Commission on Secondary Schools (open to all persons interested).

9:30 A.M. Executive Session of the Commission on Colleges and Universities (open to members of the Commission only).

9:30 A.M. Conferences of the Commission on Research and Service.

- J. Fred Murphy, Broad Ripple High School, Indianapolis, Indiana, General Chairman.
1. "What Effect Should Universal Military Training Have on Your School or Your College Offerings?"—P. M. Bail, President, University of Omaha, Omaha, Nebraska, Chairman.
  2. "How Can We Best Improve the Public Schools and Their Public Relations?"—William A. Evans, Administrative Assistant, Indianapolis, Indiana, Chairman.
  3. "Social Experiences and High School Organizations"—B. L. Shepherd, Assistant Superintendent of Secondary Schools, Tulsa, Oklahoma, Chairman.
  4. "Problems in Teacher Education Peculiar to Complex Institutions"—F. E. Henzlik, Dean, Teachers College, University of Nebraska, Lincoln, Nebraska, Chairman.
  5. "Student Teaching—How to Improve Its Effectiveness"—George E. Hill, Professor of Education, Ohio University, Athens, Ohio, Chairman.
  6. "Critical Issues Facing the School Library"—Charles M. Allen, University High School, University of Illinois, Urbana, Illinois, Chairman.
- 2:00 P.M. Open Meeting of the Commission on Research and Service for Committee Reports.
- W. Fred Totten, President, Flint Junior College, Flint, Michigan, Chairman.
1. Committee on Teacher Education—F. E. Henzlik, Dean, Teachers College, University of Nebraska, Lincoln, Nebraska.
  2. Committee on Experimental Units—J. C. Stonecipher, Director of Secondary Education, Des Moines Public Schools, Des Moines, Iowa.
  3. Committee on Current Educational Problems—P. M. Bail, President, University of Omaha, Omaha, Nebraska.
- 2:30 P.M. General Meeting of the Commission on Colleges and Universities.
- Theme: "Intercollegiate Athletics."
- Speakers: Walter Byers, Executive Director, National Collegiate Athletic Association.
- Charles O. Johnson, Executive Sports Editor, *The Minneapolis Star* and *The Minneapolis Tribune*.
- 2:30 P.M. Professional Meeting of the Commission on Secondary Schools.
- Theme: "The Layman's Stake in Education."
- Earl R. Sifert, Proviso Township High School, Maywood, Illinois, Chairman.
- Speaking for Industry—W. H. Harvey, Director of Industrial Relations, Electromotive Division, General Motors Corporation.
- Speaking for the Press—Robert B. Voris, Editor of the *Waterloo Republican*.
- Speaking for Labor—Myles Horton, Educational Director of the United Packing House Workers' Union.
- Speaking for Parents—Mrs. T. H. Ludlow, President, Illinois Congress of Parents and Teachers.
- Speaking for School Boards—O. H. Roberts, Immediate Past President, Indiana School Boards Association.
- 3:30 P.M. Meeting of the Commission on Research and Service (for members only).
- T. H. Broad, Principal, Daniel Webster School, Tulsa, Oklahoma, Chairman.
- 7:30 P.M. Discussion Groups on Problems of In-Service Education (Planned by the Subcommittee of the Commission on Research and Service on In-Service Training of Teachers).
- W. Fred Totten, President, Flint Junior College, Flint, Michigan, General Chairman.
1. "Incentives Motivating In-Service Growth of Teachers"—N. D. Cory, Superintendent of Schools, Rochester, Minnesota, Chairman.
  2. "The Role of Classroom Teachers in Guidance"—M. B. Salisbury, Teacher of Biology and Psychology, Evanston Township High School and Community College, Evanston, Illinois, Chairman.
  3. "Aiding Teachers in Improving Techniques of Evaluation"—Minard W. Stout, Associate Professor and Principal of University High School, University of Minnesota, Minneapolis, Minnesota, Chairman.
  4. "The Co-Curricular Responsibilities of Teachers"—R. S. Cartwright, Principal, Elgin High School, Elgin, Illinois, Chairman.
  5. "Improving the Teaching of Basic Skills in the Modern Secondary School"—Paul R. Pierce, Assistant Superintendent in Charge of Instruction and Guidance, Chicago Public Schools, Chicago, Illinois, Chairman.
  6. "Developing International Understanding in Children and Youth"—Frank E. Sorenson, Chairman, Department of Educational Services, University of Nebraska, Lincoln, Nebraska, and United States Staff Member, 1950, UNESCO Seminar on the Teaching of Geography for International Understanding, Canada, Chairman.
- THURSDAY, APRIL 3
- 9:30 A.M. General Meeting of the Commission on Colleges and Universities.



Theme: "The Effects of Military Requirements on Higher Institutions."

Speakers: James T. Baxter, III, President, Williams College, Williamstown, Massachusetts.

Arthur S. Fleming, President, Ohio Wesleyan University, Delaware, Ohio.

9:30 A.M. Executive Session of the Commission on Secondary Schools (open to Commission members only).

2:30 P.M. First General Meeting of the Association.

Theme: "Education: Its Contribution to the American Way of Life."

Speakers: T. R. McConnell, Chancellor, The University of Buffalo, Buffalo, New York. Ernest O. Melby, Dean, School of Education, New York University, New York, New York.

7:30 P.M. Conference of High School Principals and the Commission on Secondary Schools.

Theme: "Pertinent Activity Practices in Secondary Schools."

Robert Fleming, Principal, South High School, Youngstown, Ohio, Presiding.

Lowell B. Fisher, Professor of Education, University of Illinois, Moderator.

Participating Principals:

F. J. Herda, Principal, Technical High School, St. Cloud, Minnesota.

Otto Hughes, Principal, University High School, Bloomington, Indiana.

Vernon Heaston, Principal, Wheat Ridge High School, Wheat Ridge, Colorado.

R. S. Cartwright, Principal, Elgin High School, Elgin, Illinois.

Demonstration by Indian Dancing Group—Elgin High School, Elgin, Illinois.

#### FRIDAY, APRIL 4

9:30 A.M. Second General Meeting of the Association.

Theme: "Education: Its Contribution to the American Way of Life."

Speakers: Will French, Professor of Education, Teachers College, Columbia University, New York.

George W. Ebey, Assistant Superintendent of Schools, Portland, Oregon.

2:30 P.M. Third General Meeting of the Association.

Theme: "Education: Its Contribution to the American Way of Life."

Speakers: Arthur S. Adams, President, American Council on Education, Washington, D. C.

Robert S. Gilchrist, Assistant Superintendent of Schools, Pasadena, California.

## NOTES FROM THE FIELD

### SOUTH DAKOTA

*Evaluation of Huron High School.*—During the past fall and early winter, the staff of the Huron Junior-Senior High School have been utilizing the Evaluation Criteria (1950 Edition) as an instrument for the stimulation and improvement of its own school.

Following this self-evaluation, a visiting committee composed of eighteen professional educators added validity to the project by their evaluation. The composition of the committee constituted representatives from numerous levels of our state's educational organization. Membership of the committee was made up of a college president, three college professors, several supervisors from the Department of Public Instruction, and a number of city school administrators, junior and senior high school principals, and classroom teachers. The committee was headed by Dr. Edgar Johnston, Secretary of the Commission on Secondary Schools of the North Central Association.

The evaluation followed the technique developed by the Cooperative Study of Secondary School Standards. The uniqueness of this particular N.C.A. evaluation was in the number making up the committee, the numerous educational organization levels represented, and the fact that an out-of-state educator sparked and directed the procedure and activity.

W. MARVIN KEMP, *Chairman.*

*South Dakota State Committee.*

### WEST VIRGINIA

*West Virginia High School Principals at Work.*—The West Virginia High School Principals have embarked in a five-year program of study. A questionnaire was sent to each principal last spring asking him what he considered

to be some of the more important problems with which he was confronted. Replies to this questionnaire indicated two areas of need or interest; namely, supervision and curriculum development.

The President and Executive Committee of the State School Principals Association appointed an advisory committee consisting of twelve principals to plan and direct a program of study around the indicated problems. The advisory committee selected for study the problem of supervision in secondary schools. A plan of action was determined and activities began as follows:

The Principals Association in cooperation with the State Department of Education organized the state into seven regions for the purpose of holding principals' meetings. These meetings were held in the early winter and were centered around the various phases of the problem of supervision. The following questions were sent in advance to the principals for their consideration.

1. Are we as secondary school principals willing to accept supervision as a vital function of our job?
2. What avenues are open to bring about improvement in the typical West Virginia secondary school staff?
3. What kind of leadership should secondary teachers expect from their principal?
4. How can we make the improvement of learning the heart of our supervisory program?
5. Should curriculum development be one of the major objectives of our supervisory program?
6. To what extent does a principal's skill in human relations determine his success in supervision?
7. How can staff meetings be made more effective?
8. What factors should we consider in getting a proper appraisal of our supervisory program?

In each of the regions the principals divided into groups for the purpose of studying these and other pertinent problems. The findings of the smaller groups were reported back to the entire regional group and a complete

report prepared for reference and study. Some of the regions had a second meeting shortly after the first of the year for further study. In their deliberations the principals attempted to indicate what they were doing that is considered to be a good practice in supervision and also how they might improve in their methods and practices.

The results of the studies that have been made in these regional meetings will be presented at the state principals conference this spring. One day of the conference will be devoted to a work shop in which the findings in relation to above questions and plans for further study will be considered. The meetings have been very successful and the groups in their evaluation felt that much progress had and can be made through this type of cooperative study.

A. J. GIBSON, *Chairman.*

*West Virginia State Committee*

#### WISCONSIN

*Father Mulroy on State Committee.—*

In the fall of 1951 Father R. D. Mulroy, principal of Central Catholic High School at Green Bay, Wisconsin, accepted membership on the Wisconsin State Committee of the N.C.A. The school of which Father Mulroy is principal is a boys' school with an enrollment of over five hundred. He participated in the evaluation of a school in his area which is applying for membership in the association and has taken an active part in state committee activities since his appointment to the committee.

He succeeds Father J. F. Kunding, formerly of La Crosse Aquinas High School, who resigned his membership when he was transferred to a position that did not involve administration of a secondary school.

*Fall meeting of school administrators.*



—Chairman Earl Sifert, of the Commission on Secondary Schools, was the main speaker at a meeting called on September 26, 1951, for administrators of North Central schools and other administrators who were interested in the work of the North Central Association.

The meeting was called by R. F. Lewis, Chairman of the Wisconsin State Committee, and First Assistant State Superintendent of Public Instruction in the State of Wisconsin. The meeting was held during the fall conference for school administrators in Wisconsin. More than one hundred school administrators attended the meeting and enjoyed the inspiring talk given by Chairman Sifert. A stimulating question and discussion period followed the main presentation. School men were agreed that a meeting of this kind did much to clarify questions concerning the functions and procedures of the North Central Association.

R. L. LIEBENBERG,  
*Assistant to State Chairman*

#### CONTRIBUTORS TO THIS ISSUE

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## NEXT STEPS IN STUDIES OF SCHOOL AND COLLEGE RELATIONS

J. ANDREW HOLLEY

*Oklahoma A. & M. College, Stillwater, Oklahoma*

THIS REPORT summarizes the principal points brought out in a Conference on School and College Relations, held in Chicago on November 9 and 10, 1951. The conference was sponsored by the Committee on High School-College Relations of the North Central Association of Colleges and Secondary Schools. The chief purpose of the conference was to obtain suggestions as to further activities in which the committee might profitably engage. More specifically, the object was to secure advice from a few experienced school and college leaders as to how the North Central Association through the above committee might contribute to the further development and diffusion of desirable practices in the field of school and college relations.

The participants invited to this conference were: Ronald B. Thompson, Registrar and University Examiner, Ohio State University, Columbus Ohio; Robert J. Keller, Director of the Bureau of Institutional Research, University of Minnesota, Minneapolis, Minnesota; Lloyd Trump, Associate Professor of Education, University of Illinois, Urbana, Illinois; W. F. Loper, Superintendent of Schools, Shelbyville, Indiana; Ernest H. Campbell, Acting Director of Admissions, University of Missouri, Columbia, Missouri; Leon S. Waskin, Chief, Elementary and Secondary Education, Department of Public Instruction, Lansing, Michigan; Lloyd S. Michael, Superintendent, Evanston Township Schools, Evanston Illinois; Ralph L. Tomlinson, teacher and Guidance Director, Lincoln High School, Des Moines, Iowa; Miss Loretta Miller, teacher, East High School, Denver, Colorado; Arthur H. Mennes, Principal, Central High

School, Sheboygan, Wisconsin. Messrs. Trump and Michael were unable to attend the conference. Harold N. Metcalf, Principal, Bloom Township High School, Chicago Heights, attended in Mr. Trump's place.

In addition, the following four members of the Committee on High School-College Relations attended the conference: Norman Burns, Associate Professor of Education, University of Chicago, Chicago, Illinois; Manning Pattillo, Jr., Associate Secretary, Commission on Colleges and Universities, University of Chicago, Chicago, Illinois; Earl Sifert, Superintendent, Proviso Township High School, Maywood, Illinois; J. Andrew Holley, Dean, School of Education, Oklahoma A. and M. College, Stillwater, Oklahoma; and Harry T. Broad, Principal, Webster High School, Tulsa, Oklahoma, who served as leader of the conference. The sixth member of the Committee on High School-College Relations is Henry G. Harmon, President, Drake University, Des Moines, Iowa.

A secondary but important purpose of the conference was to make possible an exchange of ideas among selected representatives of colleges and secondary schools in the North Central territory. It was hoped that such an interchange of ideas might contribute to a better understanding of the problems involved and to a wider knowledge of some of the more promising procedures and practices for improving school and college relations. Out of such an exchange of ideas it was felt that specific recommendations might come for the improvement of existing programs and for the establishment of desirable projects in states and regions where no such projects now exist.



#### CONFERENCE PROGRAM AND PROCEDURES

The Conference was organized on an informal discussion basis under the leadership of Mr. Broad. The membership of the conference was limited to ten individuals besides Mr. Broad and four other members of the Committee on High School-College Relations. The first session was devoted mainly to background reports of the origin, purposes, and activities of the Committee on High School-College Relations. A summary of the report "Cooperation Between Secondary Schools and Colleges," prepared by Manning M. Pattillo and Lorence Stout, was presented by Mr. Pattillo. The purposes of the conference were explained by Mr. Broad.

During the second session brief reports were presented of programs and activities with which conference members were connected. These reports covered a variety of types of programs in the field of school and college relations, such as the Michigan College Agreement, a state and area project; certain phases of the state university programs in Minnesota, Ohio, and Missouri; the Illinois curriculum program; and selected aspects of local and state-wide guidance and curriculum programs in Wisconsin, Michigan, Illinois, Indiana, Iowa, Ohio, Colorado, Minnesota, and Oklahoma.

The third session was spent in discussing the question: What are the major problems faced by schools, colleges and universities in this area of relationships? During the final session, the conference members considered how the Committee might serve the needs of the North Central Association schools and colleges in improving their relationships. Specific recommendations for further activity were made to the Committee.

#### FUNCTIONS AND ACTIVITIES OF COMMITTEE ON HIGH SCHOOL-COLLEGE RELATIONS

The original function of the Committee on High School-College Relations of the North Central Association was to design and outline a study of high school-college relationships. The Committee proposed a five-phase design, as follows: Phase One.—Defining goals and problems. Phase Two.—Setting up and conducting local cooperative demonstrations among selected colleges and their principal feeder secondary schools. Phase Three.—Coordinating local cooperative demonstrations and provide for exchange of information and experiences among groups concerned. Phase Four.—Evaluating and disseminating results of studies in phases one, two, and three. Phase Five.—Stimulating and promoting improved practices among schools and colleges.<sup>1</sup>

This design was approved by the Executive Committee of the Association and the Committee was authorized to proceed with Phase One. A comprehensive survey of literature in the field resulted in a report prepared by Manning M. Pattillo and Lorence Stout, entitled "Cooperation Between Secondary Schools and Colleges."<sup>2</sup>

In reexamining the functions of the Committee four questions were raised by Mr. Burns in the Chicago Conference. These questions are: (1) Should the North Central Association attempt to conduct projects on its own, as

<sup>1</sup> J. Andrew Holley, "Report of the Committee on High School-College Relations," *NORTH CENTRAL ASSOCIATION QUARTERLY*, XXV (October, 1950), 226-233.

<sup>2</sup> Manning M. Pattillo and Lorence Stout, "Cooperation Between Secondary Schools and Colleges," *NORTH CENTRAL ASSOCIATION QUARTERLY*, XXV (January, 1951), 313-44. (This report is available as a reprint through the office of the Secretary of the North Central Association, University of Minnesota, Minneapolis, Minnesota.)

contemplated in Phase Two of the approved design, or should the committee serve primarily as a clearing house? (2) What should be the nature of the process by which the Committee on High School-College Relations might stimulate improvements and coordinate projects and demonstrations? (3) How can we go about this process? (4) Has the Committee any responsibility for evaluation of existing projects in school and college relations, or is the function of the Committee one of accepting the evaluations made by the particular group involved? (5) Are there any implications in the activities and findings of this committee for accrediting activities of the Association?

Not all aspects of these and other questions raised during the course of the Conference were fully discussed or answered. The Committee, however, did receive many excellent suggestions, as will be indicated later in this report of the conference.

In reviewing the published report, "Cooperation Between Secondary Schools and Colleges," Mr. Pattillo summarized the issues raised by secondary school and college authorities. He indicated that changed curriculum prescriptions in college point-up limitations in previous studies in school and college relations. Differences in the philosophy of the modern high school, which is all-inclusive and non-selective in clientele and functions, and the philosophy of the college, which is selective, creates serious problems of articulation.

Three omissions from the report were noted by Mr. Pattillo. Relationships between secondary schools and colleges as influenced by recruitment and subsidies for athletes were intentionally omitted. Problems raised by such relationships are being studied by a special committee of the Association.<sup>1</sup>

Also, the role of the community college in affecting better articulation between schools and colleges was not considered. Finally, the implications of the findings in the survey for the reorganization of the secondary school and college curricula were considered as being outside the scope of the first report.

Questions were raised by conference members as to the nature and extent of utilization of the Pattillo and Stout report, since copies of the report had been sent to all member secondary schools and colleges of the Association. Opportunities for using the report as bases for faculty study and for state and area conferences were stressed.

#### MICHIGAN SECONDARY SCHOOL-COLLEGE AGREEMENT

The origin and development of the Michigan Secondary School-College Agreement as a promising type of improved school and college relations was presented by Mr. Waskin. The nature of the agreement which provides for the admission of students to college without the necessity of completing the usual sequences was outlined. The great significance of the agreement lies in the freedom given secondary schools to plan curricula suited to the needs of students, according to Mr. Waskin. In this connection, he stressed that ways and means must be found for stimulating further study and improvement of the curricula at the local community level. He indicated that while many communities were carrying on effective local curriculum studies, the college may be ahead of the secondary schools in living up to the terms of the agreement.

The vitality and appeal of the agreement program is indicated in the

<sup>1</sup> See *THE QUARTERLY* for January, 1952, pages 252-58.—EDITOR.



extent of participation, in that all accredited colleges and 137 secondary schools in Michigan had at the time of the Conference subscribed to the conditions of the Agreement.

The manner in which the Agreement program functions was discussed. Promotion of the Agreement is handled by member schools through their organizations and by the State Department of Education. The Agreement committee is thus left free to serve in a custodial and evaluative capacity.

One significant development of the Agreement program is the organization of schools and colleges into five regional associations. Through this means school and college representatives have greater opportunities to meet for the consideration of various problems of mutual interest. Through numerous meetings of regional groups of teachers, administrators, students, and laymen experiences are shared and local curriculum plans stimulated and improved.

Two major results of the Agreement program were noted by Mr. Waskin; namely, increased understanding among school and college representatives, and increased opportunities for contacts between secondary-school and college people. No doubt the first outcome is in part an outgrowth of the fact that the Agreement program has provided means for secondary-school and college people to meet frequently as equals to consider ways and means by which each group might improve its services and contribute to the fuller development of boys and girls. Along with these developments has come an increased concern on the part of schools for in-service education at the local level.

One problem faced by those engaged in the Michigan Agreement program is related to methods for sharing infor-

mation. For example, Mr. Waskin indicated that one area where there is a dearth of information relates to what colleges are doing to adjust their curricula and methods to the capacities and needs of entering students. Conferences represent one excellent technique for sharing information about what is going on in schools and colleges, especially where teams of teachers and administrators from schools and colleges are in attendance. While regional newsletters are useful, they have recognized limitations. Mr. Waskin reported that colleges in Michigan have been very helpful in printing materials.

#### SCHOOL AND COLLEGE RELATIONS IN OHIO

One of the problems in improving school and college relations relates to college contacts with high schools. Many such contacts are frankly made for recruitment purposes. Contacts are often made by one college without regard to the best interests of students and schools involved and without regard to the visitation programs of other colleges.

In Ohio, according to Mr. Thompson, Registrar and University Examiner, Ohio State University, contacts with high schools are made on a cooperative basis. Admissions officers, registrars, and field representatives of various colleges work together arranging itineraries and in making programs for visitation. The Ohio College Association has been active in promoting such cooperative contacts and in publishing guides on high school students, their teachers and parents. In 1951, a booklet entitled *Looking Toward College* was prepared under the auspices of the Committee on High School-College Relations of the Ohio College Association. It is a guide for high school students, counselors, and parents, and

is published and distributed by the Ohio College Association.

This booklet was designed to furnish students accurate and unbiased information concerning member colleges of the Ohio College Association. The students are aided in answering such questions as: Why go to college? Who should go to college? How to choose a college? What does college cost?

A few of the many services provided by Ohio State University to schools and to entering students were briefly described by Mr. Thompson. The services of the various University agencies in counseling and guidance are fully explained in *Counseling and Guidance*, a report prepared by the Junior Council and published by the Ohio State University, 1951.

Principal-freshmen conferences conducted at Ohio State University and at other collegiate institutions offer opportunities for high school principals to gain firsthand information concerning problems encountered by entering freshmen. Following conferences between the high school principal and a few of his high school graduates, meetings are arranged with members of the instructional and administrative staff. At these meetings, high school principals raise questions based on problems revealed during conferences with freshmen. The principal discovers weaknesses in the preparation of his graduates. College representatives learn the difficult adjustments which students face in making the transition from high school to college life. There is a mutual gain in better understanding of the problems involved and of the needs of students on the part of both high school and college representatives.

#### FEATURES OF THE PROGRAM AT THE UNIVERSITY OF MISSOURI

One of the distinctive features of the program at the University of

Missouri is the publication and distribution of attractive and readable bulletins giving information concerning educational opportunities and admissions requirements in the various schools and college of the University. The titles of recent bulletins are: *You May Go to College*; *Information to New Students*; and "M" Book.

Other features of the program at Missouri University, as presented by Mr. Campbell, Acting Director of Admissions, include planned visits to high schools, continuous or advance registration, principal-freshmen conferences, and testing and counseling services available to high schools without charge. As a variation of the principal-freshmen conference, the University invited thirty high school counselors to come to the campus for a three-day conference at University expense. By means of publications, conferences, and other services, the University of Missouri strives to assist schools in preparing students for college, and to guide students into suitable curricula at the University.

#### MINNESOTA STUDIES IN SCHOOL AND COLLEGE RELATIONS

Long-term intelligent planning for improving the quality of secondary-school and post-secondary-school education requires the collection and interpretation of information from carefully conducted periodic comprehensive studies. Mr. Keller, Director, Bureau of Institutional Research at the University of Minnesota, reviewed some of the major findings of a series of important studies carried out under the direction of the Minnesota Commission on Higher Education, which was created in 1947. These studies are reported in a volume entitled *Higher Education in Minnesota*, published by the University of Minnesota Press, 1950.



For example, Mr. Keller reported that a follow-up study by Anderson<sup>1</sup> of what happens to the graduates of Minnesota high schools nine years later indicates that the record is not improving percentage-wise in the proportion of the most able who go to college.

The study further reveals the effects of economic barriers upon college attendance, such as geographic distance from college. The following questions raised by Anderson in his study have implications for education everywhere: (a) Does Minnesota educate its most capable young people to the extent it should; do the talents of a number of Minnesota youth remain undeveloped? (b) Does Minnesota make the best use of the young people it does educate?

During the conference, Mr. Keller referred to the work of the Committee on High School Relationships, organized jointly in 1944 by the Minnesota Association of Secondary School Principals and the Minnesota Association of Colleges. A sub-committee of this committee recently completed an exploratory study of the provisions in colleges for articulating their courses with the instruction in high school.<sup>2</sup> This study reveals that "there is little evidence that any college has developed a systematic program for improving curriculum articulation with the high school."

Similar conditions probably exist in other states of the North Central Association. The implication is that the need for better curriculum articulation between the high school and the

college is a two-way responsibility.

The University of Minnesota is attempting to meet some of its responsibilities for improving school and college relations through the efforts of the Committee on Relations of the University to Other Institutions. This committee sponsors a conference on Problems of High School Transition. The program for this conference follows an interesting pattern. The principals spend the morning with small groups of students from their schools. Questions and issues raised during these conferences are placed on cards. During a luncheon for visitors, students, and staff members, the cards are sorted and groups organized for the afternoon session.

At a recent conference, groups were organized around the following problem areas: Admissions, Orientation, Student Life and Instruction, and Guidance. In these group meetings, the questions and issues raised by students are discussed in terms of what the high schools and colleges can and ought to do to improve instructional and guidance services.

#### THE ILLINOIS CURRICULUM STUDY

The Illinois program is cited as an example of a state-sponsored study with broad purposes involving extensive research and curriculum revision. One of the major purposes of this program is to improve school and college relations.

The nature and scope of the Illinois Curriculum program was outlined by Mr. Metcalf, Principal of the Bloom Township High School, Chicago, Heights. He indicated that the Illinois program has recently been broadened to include the elementary schools. It is also distinctive in scope in that a large number of professional and lay groups are involved.

New college admission policies have

<sup>1</sup> G. Lester Anderson, "What Happens to Minnesota's High School Graduates—Nine Years Later," *Higher Education in Minnesota*. Minneapolis: University of Minnesota, 1950, pp. 102-115. (A report by the Commission on Higher Education.)

<sup>2</sup> Charles W. Boardman, "A Study of High School-College Curriculum Articulation in Minnesota," *NORTH CENTRAL ASSOCIATION QUARTERLY*, XXVI (October, 1951), 195-201.

been proposed in Illinois, specifying kinds of competence expected of entering students rather than particular course sequences. The following five criteria are recommended as providing the "best prediction of the probable success of the student in college work."

1. Score on a scholastic aptitude test.
2. Score on a test of critical reading.
3. Score on a test of writing skill.
4. Score on a simple mathematical test.
5. Evidence that the student has an intellectual interest and some effective study habits as shown by his having taken at least two years of work in one field in high school in which his grades are better than average.<sup>1</sup>

Recognition is given to the obligation of the high schools to provide specialized preparation for students who expect to enter professional schools. In an effort to inform the high schools of specialized needs for success in engineering courses, a bulletin, *Mathematical Needs for Students in the College of Engineering*, has been prepared. The observation was made that meeting the needs set forth in this bulletin would require four years of mathematics in high school. In Illinois, only twenty-one high schools out of nine hundred offer this much mathematics, according to Mr. Metcalf. This fact points up the recommendation of the Illinois Committee on Relations with Higher Institutions that colleges be urged to provide opportunities for specialized work with a minimum of handicap to the student.

<sup>1</sup> "Illinois Secondary School Curriculum Program," Bulletin No. 9, *New College Admission Requirements Recommended*. Springfield, Illinois: Vernon L. Nickell, State Superintendent of Public Instruction, 1950, p. 14. (A proposal for cooperative action by the secondary schools and colleges in Illinois.)

#### REPORTS FROM WISCONSIN, IOWA, AND COLORADO

According to Mr. Mennes, Principal of Central High School, Sheboygan, Wisconsin, college entrance requirements in Wisconsin colleges are becoming more flexible. A number of high schools are experimenting with core curriculum programs and with multiple-period schedules. An interesting development is the establishment of Junior College extension centers by the University of Wisconsin.

The guidance program in the Lincoln High School, Des Moines, Iowa, was briefly explained by Mr. Tomlinson. Reference was made to an excellent guidance bulletin published by Iowa Department of Public Instruction.<sup>2</sup>

The guidance program for college-bound students in the East High School, Denver, Colorado, was explained in detail by Miss Miller, teacher and counselor. Since a large proportion of the graduates of the East High School go to college, special emphasis is placed on preparation for college. The students are advised by means of a systematic and thorough guidance program in the choice of a college. A scholarship committee, sponsored by the Parent Teachers Association, collects information and assists worthy students in applying for scholarships in college.

In East High School, a college representative night is arranged. A general meeting is held to explain what students should know about various colleges in order to make intelligent choices and adequate preparation. This general meeting is followed by group meetings where students and their parents meet with representatives of

<sup>2</sup> "Guidance for Secondary Schools," *Iowa Secondary Cooperative Program*, Volume V. Des Moines, Iowa: Jessie M. Parker, State Superintendent of Public Instruction, 1948.



particular colleges to discuss questions in detail. Alumni from eastern schools aid in these meetings. Miss Miller reported beginnings of efforts in Colorado to bring about better curriculum articulation between high schools and the University of Colorado in the fields of mathematics and English. The purposes and work of the Colorado Council on High School Relations was briefly explained.

#### PROBLEMS IN DEVELOPING AND INITIATING PROGRAMS IN SCHOOL AND COLLEGE RELATIONS

The conference members were asked to identify some of the special problems and issues in the field of school and college relations. It was hoped by this means that problems might be suggested which would be suited for study by the committee.

1. One of the suggested problem areas relates to the need for professional contacts between school and college personnel.

The inference here is twofold: first, that arrangements should be set up for representatives of schools and colleges to meet more frequently to consider their mutual problems; and second, that the contacts that are made should be of a more professional nature. It is well known that some colleges and universities send representatives to high schools for the avowed purpose of recruiting students. For example, testing services are provided by some colleges in order to identify the most outstanding students in the hope that such students can be induced to attend the college concerned. The danger in such methods is that the interests of the students may be sacrificed if they are persuaded to attend institutions or to pursue curricula not suited to their aptitudes and needs. Also, the time of the school officials and students may be wasted unduly through uncoordinated

and duplicating visits by representatives from several different institutions.

In considering the problem of professional contacts, several questions arise. For example, what should be the nature of the contacts between school and college representatives? Who should have the responsibility for making arrangements for such contacts? Where does the impulse come from? Who initiates such contacts in states and regions where professional relationships have been established and where effective programs of guidance and curriculum improvement are under way? Should the colleges take the lead in seeking to establish these working relationships? What should be the methods of approach?

The observation is made that relations between schools and colleges appear to be most professional where groups of colleges and schools have been working together on problems and projects of mutual concern, and where an effort is made to spread the responsibility. The example cited previously in this report of the cooperative program of school visitation inaugurated by the Ohio College Association represents one method of approach. Another example is the planned visitation program of a single institution, such as that carried on by Missouri University. Examples of comprehensive programs involving groups of schools and colleges engaged in improving guidance and curriculum services are those in operation in Michigan and Illinois. Certainly in both the Michigan and Illinois programs responsibility is widely spread among interested groups.

2. Closely allied to the problem of developing professional contacts is the need for evaluating existing types of contacts. Many colleges and universities claim that they do not engage in recruitment activities *per se*. This

raises a pertinent question: What is college recruitment?

The assertion was made that career days as now conducted in many instances may not be especially educative. Merely bringing high school students to the campus, taking college representatives to high schools, having a series of talks and teas, showing football pictures, etc., may be of limited value. What are the positive as well as the negative elements of college recruitment programs? How can college nights be improved?

Much favorable testimony was given by the conference members concerning principal-freshmen conferences. Some of the promising features of such conferences have been pointed out in other sections of this report. But again there is a need for evaluating such conferences, looking to the effects upon programs of guidance and instruction in both the schools and colleges. The fact that students are given a chance to air their adjustment problems and needs with their former principals and counselors and that both principals and students are permitted to discuss some of these problems and needs with college teachers and counselors may have great therapeutic value. But if the leads brought out by such procedures do not change in the right direction the attitudes, viewpoints, and practices of secondary-school and college teachers and counselors, the values are indeed limited. This brings us back to the main question: How are changes in attitudes and practices brought about in school and college relations?

3. A persistent problem in school and college relations is the restrictive nature of college entrance requirements. College entrance requirements still tend to be used as a subterfuge by school officials in justifying the continuation of outmoded curricula and guidance practices. There may be

need for an up-to-date study of the status and trends in requirements and of actual practices in admitting students to college. The extent to which colleges are applying new patterns of college entrance requirements similar to those proposed in the Illinois study needs to be known and the resulting information widely disseminated.

The suggestion was made that college officials should adopt an experimental frame of mind in admitting students to college. Experimentation in projects similar to the Michigan Agreement plan is needed. There is also a need to examine the bases of certain admission requirements and practices.

The question was raised as to how intellectual interests may be determined—one of the desirable requisites for success in many types of college curricula. The function of tests in determining aptitudes, abilities, and interests for college careers need to be more clearly formulated and understood.

4. While the problem of preparing students adequately for college may never be solved with existing school administration units and prevalent low-cost mass education, the problem is one which continuously plagues college and school officials alike. There is a prevailing optimism that students can be better prepared both for college and for living in our type of society.

The high schools ask the colleges to furnish statements of specific knowledge and skills required for success in particular college courses and curricula. In the absence of clear statements of such needs, the high school teachers are working somewhat in the dark. Even when such statements will have been developed, there is no assurance that the high schools will be equipped to develop in the students needed competencies in specialized fields. Witness the statement of the mathematical



needs for students in the College of Engineering at the University of Illinois. As previously observed, to meet these needs a high school would have to offer four years of mathematics. At present, only a small fraction of schools can do this. The preparation and distribution of statements of competencies needed for success in the various curricula in college would, nonetheless, greatly aid the high schools in planning entrance experiences for college-bound students.

The best results in articulating high school and college instructional programs may come through joint planning. The principle of joint planning was reiterated throughout the conference.

The plea was made to look at college preparation in broader terms than so-called subject matter preparation. High school students need to learn how to take lecture notes, and especially how to study different types of materials found in college courses. One suggestion was made that college teachers might visit the high school and teach demonstration classes by college methods. Students could visit college classes and observe methods in use. By these and other means, high school students might gain firsthand experiences in meeting difficult instructional problems before they enroll in college. Not only should the means by which students might gain such experiences in high school be investigated, but also the blocks that prevent the getting of such experiences.

Reference was made to the teaching to high school seniors of units on going to college, as carried out in the Webster High School in Tulsa, Oklahoma. Through such units students are aided in making personal and social adjustments to college life.

5. Another problem area referred to pertains to the need for colleges to as-

sist the students in making satisfactory adjustments after they arrive on the campus.

Wider use of placement tests by colleges as a means of helping the students to make satisfactory progress in course work was advocated. In Ohio State University, as in many other institutions, placement tests are given with specific courses in view. Questions were raised as to what examinations should be given and in which subjects. The idea was expressed by one conference member that too much emphasis can be placed on examinations. It was asserted that better selection of examinations and better understanding of their purposes and uses will result when high school officials are requested to participate in the college testing programs.

The means by which the results of examinations for entrance and placement purposes are utilized by high schools and colleges need to be considered. In selecting tests, in making tests, and in setting up means for implementing results, high school people should be involved. Information as to what the testing program is and what its purposes are should be widely spread.

6. An over-riding problem area pertains to the promotion of relationships that lead to the improvement of instruction and guidance both in the schools and in the colleges. There is a recognized need for better articulation of instruction.

The difficulties in achieving better curriculum articulation of a fundamental character were repeatedly mentioned during the conference. One trouble is that education at the secondary school level and especially at the college level is compartmentalized. The philosophy and objectives of the two types of institutions are at variance. Certainly the problems of articulation are complicated also in the

fact that the population of the secondary school is now largely unselected, while that of the colleges is selected. Ways and means must be found of stimulating further study and improvement of instruction at the local level.

7. The rôle of the teacher is central to the improvement of school and college instruction. This trite but vital generalization has implications for pre-service and in-service programs of teacher education. One participant suggested the need for a study of the scope and quality of programs of teacher education for secondary school and college teachers. The need for selective recruitment of prospective teachers was stressed. In one state it was observed that students from the lower ability brackets are the ones planning to attend state teachers colleges.

The need for improving the effectiveness of college teaching is implied in the suggestion that a study should be made of the quality of college training.

#### AREAS OF ACTIVITY RECOMMENDED TO THE COMMITTEE

On the basis of discussions during the conference, the following recommendations were made concerning activities in which the Committee might engage, and organizations through which projects might be initiated.

1. *Regional Workshops*.—The workshop idea was suggested as a means of better equipping school and college personnel to meet the problems of selecting, guiding, and preparing students for college and of facilitating their satisfactory placement and adjustment after entering college. Workshops similar to those conducted in the liberal arts education study under the sponsorship of the North Central Association were proposed.

2. *Consultative Services*.—The use of

a coördinator and of consultants to visit workshop centers and other school-and-college relations projects was suggested as a possible means of accelerating desirable changes in school and college relations.

3. *Regional Conferences*.—The holding of regional conferences on school and college relations, sponsored by the North Central Association, was suggested as another type of project which the Committee might consider. By such means concrete ideas could be exchanged and desirable practices more widely adopted. The North Central Association might furnish speakers and consultants for such conferences.

4. *State Planning Committees*. The use of a small planning committee within each state was suggested as a means of getting desirable projects initiated. Methods of getting such committees established and operating would need to be explored.

5. *North Central State Committees*. State committees of the North Central Association might serve as agencies for receiving and passing-on suggestions for projects and activities. In most states such committees exercise a strategic leadership in the accreditation process. Their membership includes representatives of high schools and colleges and universities, although the committees are not necessarily representative of all schools and colleges. In many states in the North Central territory, a majority of the small and medium-sized high schools are not members of the Association. Consequently, other means would have to be used to involve non-member schools in state and area projects.

#### SUMMARY

The Committee on School and College Relations received many excellent, concrete ideas from members of the conference concerning on-going college



relations. It is felt that the members also benefited from the free exchange of ideas and experiences. The value of conferences such as this was firmly demonstrated. Such conferences constitute one means of spreading ideas and of stimulating individuals and groups to explore promising practices and to improve existing projects and activities. The multiplication of such conferences between school and college representatives for the purpose of considering how to improve the services of schools and colleges, especially for students who can and should go to college, is strongly recommended.

The functions of the Committee were thought to be advisory and stimulative. The Committee might well serve as a means of assembling descriptions of promising projects, and of stimulating and promoting desirable changes by publicizing them and possibly by providing consultative services. The conference did not encourage the Committee to engage directly in setting up and supervising projects in

the field of school-and-college relations. Neither did the conference members feel that the Committee on High School-College Relations should directly attempt any evaluation of existing projects. The members did recommend that evaluation be undertaken by those most closely connected with various projects and activities and that the Committee might serve as a clearing agency for disseminating the results of such evaluations.

On the one hand, the number of problems suggested for further study emphasizes the need for continued efforts by members and agencies of the North Central Association to establish more effective working relationships between colleges and secondary schools to the end that all youth may develop into useful citizens; on the other, the evidence that progress is being made in establishing better relationships is encouraging and leads to justifiable optimism in predicting still further improvement in the years ahead.

# QUALITY EVALUATION OF D AND F GRADES—A SURVEY OF CURRENT PRACTICE<sup>1</sup>

DWIGHT B. YNTEMA

*Hope College, Holland, Michigan*

AMONG the several issues stemming from general consideration of quality requirements and grading practices in colleges is that of defining the minimum quality performance that should be established for graduation. As many as four quite different considerations deserve attention. There is obviously the very human matter in case a student has made a poor record during some of his college career because of immaturity, lack of incentive, extra-school difficulties, or other scholastic misfortune. Second, is the premonition of unwanted pressures on grading practices in order to convenience the particular student or to accommodate a rigorous minimum quality requirement. Thirdly, the possibility of resort to administrative dispensation as the only way out of quality predicaments merits careful attention. Finally, comes the transfer student. Is he to be favored over the college's own students through dropping of D and F grades as he transfers? It is easier to raise questions than answer them; yet, answers are implicit in existing college practices. In the hope that the composite of current college practices might contribute insight, a questionnaire study was undertaken in January, 1951. Findings from the study together with a statement of reformulated policy at Hope College are presented herein.

<sup>1</sup> The Hope College questionnaire survey of D and F grades arose from recurring discussions in the school's Educational Policies Committee concerning the significance of low grades. A subcommittee of three was appointed to investigate the problem and survey current practices in liberal arts colleges. This subcommittee enjoyed the very helpful cooperation of the Dean of the Faculty and the Chairman of the Educational Policies Committee; the Registrar was a member of the subcommittee.

The questionnaire itself was limited to the quality evaluation accorded D and F grades in determining if a student fulfilled the minimum quality requirement for graduation. It is reproduced at the close of this article. More than two hundred questionnaire forms enclosed with a brief letter requesting cooperation were mailed out to registrars in liberal arts colleges of the North Central Association of Colleges and Secondary schools. This total comprised, in principle, all four-year colleges as such, excluding teacher colleges and universities. Usable returned forms were received from 147 colleges, located in seventeen states and constituting 70 percent of the number mailed out. In terms of size of enrollment during the Fall of 1950, the colleges are distributed as follows:

Small colleges with enrollment of less than 700.....	71
Medium-sized colleges with enrollment of 700 through 1,299.....	49
Large colleges with enrollment of 1,300 and over.....	27
Total.....	147

## *Minimum Quality Requirements for Graduation*

A majority of the reporting colleges (77 out of 147) required for graduation a minimum in quality of academic work that may be viewed as an average of total quality points earned divided by total credit hours, with varying definitions for the totals. These are termed Group 1 colleges in the present discussion. Usually, a C average is needed for graduation, implying a quality point total that varies with hours as hours exceed the required



minimum. Nearly all of the remaining colleges (64) were in Group 2, with their quality minimum defined as a fixed total of quality points. The total is equivalent typically to an average of C as measured against the minimum number of required hours. Four colleges used a grade distribution of some kind; *e.g.*, an upper limit on credit hours with D grades (Group 3). The final two colleges relied for quality on their comprehensive examinations (Group 4). The subsequent discussion deals only with the 141 colleges in the first two requirement groups; the few colleges in Groups 3 and 4 are not otherwise distinctive.

### Quality-Point Scoring Plans

Since the minimum quality requirements for graduation from colleges in Groups 1 and 2 are defined in part by resort to earned quality points, it is necessary to note the quality-point scoring plans in use. Different plans may imply variant quality requirements. Concern here is with plans used in measuring quality for meeting the minimum requirement for graduation; not infrequently colleges have a different plan for honors calculations. Plan number and character as understood herein are shown below:

Quality point Scoring Plan	Quality points allowed per hour for grade of				
	A	B	C	D	F
Plan 1	4	3	2	1	0
Plan 2	3	2	1	0	-1
Plan 3	3	2	1	0	0
Plan 4	Other				

In Table I, it is seen that forty-three colleges use Plan 1, thirty-eight Plan 2, and fifty-one Plan 3. Only nine colleges of the 141 in question fall in the miscellaneous Plan 4 group. There is considerable association, it appears, between large colleges and Plan 1.

### Variant Minimum Quality Requirements

The quality-point average used by Group 1 colleges may be variously defined through different treatment of the grade earned in the first attempt at a course later repeated. The average may include both attempts, or the last attempt only ignoring the first, or a combination using both in some cases and the last in others (Subgroups a, b, and c, respectively). The third or "mixed" subgroup proved particularly bothersome. It can arise when the hours figure (the denominator of the quality average) is limited to hours carried successfully so that D grades are included but not F grades. This may hold whether the course is repeated or not. Also possible is the case using scoring Plan 2 and counting all quality points in the numerator but only non-duplicated passed hours in the denominator. Then, F grades affect the numerator but not the denominator.

Frequency counts in Table I show that only one-third of the colleges in Group 1 count both attempts at a repeated course; these tend to use scoring Plans 1 or 3. A majority of the colleges in this group simply ignore the first attempt at a repeated course and show but small preference for either of scoring Plans 1 or 2 over Plan 3. Most severe on the borderline student would be the *a* practice in conjunction with Plans 1 or 2. To offset a grade of F, this arrangement demands an A or two B's; and to offset a grade of D, a B or one-half an A—a real achievement for the borderline student. The *b* practice with its automatic cancellation of the first of two grades for a repeated course places a premium on taking a course over once an F or D grade has been earned.

For quality requirement Group 2 using the fixed quality-point total, treatment of repeat courses usually

TABLE I  
NUMBER OF REPORTING NORTH CENTRAL COLLEGES IN QUALITY-REQUIREMENT GROUPS 1 AND 2 BY  
ENROLLMENT SIZE AND QUALITY-POINT SCORING PLAN AND BY QUALITY  
REQUIREMENT FOR GRADUATION, 1951  
(For classification definitions, see explanatory statement above)

Enrollment Size and Point Scoring Plan	Colleges Defining the Quality Requirement for Graduation as							
	Total both groups	1.—Quality-point average With repeat courses counted				2.—Fixed quality-point total With repeat courses counted		
		Total	a.— Both times	b.— Last only	c.— Mixed	Total	b.— Last only	c.— Mixed
All Sizes—total	141	77	26	44	7	64	54	10
Plan 1	43	32	11	17	4	11	11	—
Plan 2	38	22	4	15	3	16	6	10
Plan 3	51	18	8	10	—	33	33	—
Plan 4	9	5	3	2	—	4	4	—
Small-total	68	29	10	19	0	39	31	8
Plan 1	13	9	4	5	—	4	4	—
Plan 2	20	8	2	6	—	12	4	8
Plan 3	28	9	2	7	—	19	19	—
Plan 4	7	3	2	1	—	4	4	—
Medium-total	48	29	11	14	4	19	17	2
Plan 1	17	12	5	6	1	5	5	—
Plan 2	12	8	1	4	3	4	2	■
Plan 3	17	7	4	3	—	10	10	—
Plan 4	2	2	1	1	—	—	—	—
Large-total	25	19	5	11	3	6	6	0
Plan 1	13	11	2	6	3	2	2	—
Plan 2	6	6	1	5	—	—	—	—
Plan 3	6	2	2	—	—	4	4	—
Plan 4	—	—	—	—	—	—	—	—

Source: Hope College questionnaire survey of quality evaluation of D and F grades. January, 1951.

takes the form of counting the last attempt only. However, the treatment may be mixed under point-scoring Plan 2. Here, the negatives for F grades may be cumulated with other earned quality points so that the F grade is counted but not a D grade. Interestingly, as may be seen in the table, colleges using scoring Plan 3

are found chiefly in quality-requirement Group 2. The fixed quality-point total of Group 2 colleges must, according to rulings in some schools, be attained in those courses only which satisfy as a group the college's course requirements for graduation. Alternatively, the quality points may be cumulated using



TABLE II

NUMBER OF REPORTING NORTH CENTRAL COLLEGES IN QUALITY-REQUIREMENT GROUPS 1 AND 2 BY ENROLLMENT SIZE AND TRANSFER-GRADE PRACTICE AND BY QUALITY REQUIREMENT FOR GRADUATION, 1951

(For classification definitions, see explanatory statement above)

Enrollment Size and Transfer Grade Practice	Colleges Defining the Quality Requirement for Graduation as							
	Total both groups	1.—Quality-point average With repeat courses counted				2.—Fixed quality-point total With repeat courses counted		
		Total	a.— Both times	b.— Last only	c.— Mixed	Total	b.— Last only	c.— Mixed
All Sizes—total	141	77	26	44	7	64	54	10
Practice A	37	30	18	12	0	7	2	5
Practice B	66	22	2	18	2	44	43	1
Practice C	22	14	4	8	2	8	4	4
Practice D	16	11	2	6	3	5	5	0
Small—total	68	29	10	19	0	39	31	8
Practice A	16	11	8	3	0	5	2	3
Practice B	36	10	0	10	0	26	25	1
Practice C	12	6	2	4	0	6	2	4
Practice D	4	2	0	2	0	2	2	0
Medium—total	48	29	11	14	4	19	17	2
Practice A	13	11	6	5	0	2	0	2
Practice B	21	7	2	4	1	14	14	0
Practice C	7	6	2	3	1	1	1	0
Practice D	7	5	1	2	2	2	2	0
Large—total	25	19	5	11	3	6	6	0
Practice A	8	8	4	4	0	0	0	0
Practice B	9	5	0	4	1	4	4	0
Practice C	3	2	0	1	1	1	1	0
Practice D	5	4	1	2	1	1	1	0

Source: Hope College questionnaire survey of quality evaluation of D and F grades. January, 1951.

grades in all courses taken by the student. The latter in extreme application under point-scoring Plan 1 would allow a student to be graduated after completion of eight years with straight D grades. The writer finds it difficult to do other than compromise on this issue, which becomes real if a D grade on an extra course (bringing the

hours total beyond the minimum) is offered to build up the quality points to the required level. For colleges using scoring Plans 2 or 3, somewhat similar questions arise in connection with D grades in courses mandatory for graduation. Unfortunately, the questionnaire survey failed to probe far enough along this line. Annotations of respondents,

however, suggest that eleven of the sixty-four colleges in Group 2 exclude quality points earned in extra hours. As many as thirty-one seem to follow the opposite practice, sometimes with other limitations such as not permitting more than an extra half-year in school. The remaining twenty-two colleges are unknowns.

### *D and F Grades of Transfer Students*

What treatment is accorded D and F grades received in another accredited college? It is understood that except for the low grade the course or courses in question are fully acceptable for transfer. When attention is focused on the evaluation of these courses, colleges are distributed as follows:

Practice A: Thirty-seven colleges count transfer D and F grades fully and as if received in the college itself.

Practice B: Sixty-six colleges count only such D grade courses as are accepted for credit. College regulations may vary considerably in regard to accepting D grade courses for transfer credit.

Practice C: Twenty-two colleges accept no courses for transfer when D and F grades were earned.

Practice D: Sixteen colleges ignore all transferred credits in testing for fulfillment of the quality requirement for graduation.

In brief, as may be seen in Table II, colleges using Practice A are largely in quality-requirement Group 1, and somewhat concentrated in Subgroup a. Practice B predominates markedly in quality-requirement Group 2. Practices C and D are of lesser importance generally, though somewhat more common in Group 1 than in Group 2. In further cross-classification by quality-point scoring plans, not reproduced herein, there appears a rather marked concentration of colleges in the cell for quality-requirement Group 2—transfer-grade Practice B—point-scoring Plan 3. A lesser concentration appears in the cells for quality-requirement Group 1—

transfer Practice A—point-scoring Plans 1 and 2.

### *Waiver of the Quality Requirement*

Passing reference should be made to waiver for particular students of the minimum requirement for graduation during the academic year, 1949-50. A majority of the colleges responded that waiver was impossible or had not been done within the memory of the present registrar. A number of reports stated that waiver was most extraordinary; perhaps granted for unusual veteran cases, with no waivers during 1949-50. In some returns, no answer was given, possibly by design. There were eight colleges reporting waiver of the minimum quality requirement during 1949-50. In five colleges waiver was granted in but one instance; one college reported two; another, three; and one, five instances. Every one of these eight colleges was in quality-requirement Group 1, accounting for about one out of ten of the colleges in each of the a, b, and c subgroups.

### *Patterns of Practice*

The study of minimum quality requirements in liberal arts colleges of the North Central Association area was undertaken in the hope of discovering something conclusive. But, clearly, there is little unanimity to be found; nor do practices focus neatly about two or three norms that stand in contrast one with another. In dealing with data displaying such diffusion, there is special need for recognizing interaction factors. Thus, from Table I, it might appear that scoring Plan 1 is somewhat logically associated with large colleges; smaller colleges seem to favor Plans 2 or 3. State-by-state tabulations, however, reveal that Ohio (and to a lesser extent Illinois and Michigan) has more large colleges than other states and Ohio colleges stress



quality-point scoring Plan 1, an illustration of intra-state conformity commonly present in limited degree. This display of limited conformity within a state may extend beyond state boundaries to include a group of adjoining states. In the Iowa-Kansas-Missouri area, for example, there seems to be a tendency toward quality-requirement Group 2, point-scoring Plan 3, and transfer-grade Practice B. Colleges here are usually small or medium in size.

Despite difficulties with generalization, it is probably worthwhile to search for such patterns of practice as may be found, accepting the evidence of the 141 reporting colleges. Two types, perhaps, are dominant. The first applies to the eastern and southern colleges of the North Central Association area, often larger in size than elsewhere. Here the tendency is toward requirement Group 1-a or 1-b, scoring Plan 1 probably, and transfer-grade Practice A or B. A second type pertains to the western and northern colleges of the area, often the smaller-sized colleges. For these, the tendency is toward quality-requirement Group 2-b with no limits on the cumulation of quality points, scoring Plan 3, transfer-grade Practice B, and possibly no repetition of a course after a D grade has been earned. The reader may suspect in such findings the accident of history as much as the compulsion of logic.

It is essential, indeed, to recognize the marked degree of diffusion that exists. There seems to be precedent for almost any set of regulations that could be formulated from a meaningful combination of the cross-classifications used in this study. Is such a range of practices necessary to the functioning of different colleges? Perhaps any reasonable set of regulations will work out satisfactorily if there is a will to

make them do so. But some patterns may well be preferred over others, and the better should be sought.

### *Criteria for Preferred Practices*

What underlying considerations, then, are relevant to the question of the minimum quality requirement for graduation from a liberal arts college? A number of suggestions can be formulated. These are stated below in quite positive form, no doubt inviting disagreement and differences along the way.

- A. The increasing numbers of young people wishing to attend college together with the widening range of subject matter properly included in the liberal arts college curriculum have resulted in a variation in student types and student interests that outmodes the regulations of the older kind of liberal arts college. There is need for a built-in flexibility in college regulations that will permit colleges to fulfill suitably the purposes for which they now exist.
- B. The A.B. degree may properly be conferred after fulfillment of requirements that do not demand a minimum average for all work attempted. If necessary in order to qualify for graduation the student who has had some scholastic misfortune leading to low grades along the way—the result of immaturity, inadequate incentive, mistaken field of study, or other difficulties—should automatically be allowed to put in extra time. The additional credit hours should replace others bearing low grades.
- C. There should be no pressures on teachers to raise grading standards in order to accommodate a high, inflexible-quality standard. This would apply to raising of grades generally as well as to manipulation of grades in the case of particular border-line students.
- D. The student transferring from one college to another should have no advantage as a result of the transfer, as such. College requirements will differ but the student shopping about for improvement of his quality position by the act of transfer should find no opportunity for the practice.
- E. Establishment of a rigid minimum quality standard which comes to be violated by special administrative action granting waiver in particular cases is most undesirable. With a suitable standard, no case of quality deficiency need appear so meritorious as to demand this expedient.

- F. The student should not find it advantageous from a quality-point angle to repeat a course in which a D or F grade was earned when election of a different course would otherwise better serve the student.
- G. The minimum quality requirement for graduation, however formulated, should not prejudice completeness of the student's record as it appears in the college's files or on his transcript. Nor should it necessarily determine the quality requirements for honors.

It is disillusioning, perhaps, that the foregoing considerations lead away from the use of an average. Neither the strict average of total quality points against total attempted hours nor the averages implying special treatment of repeated courses or low transfer grades can satisfy the conditions. Some type of fixed quality-point total seems indicated.

#### *Action Taken at Hope College*

The minimum quality requirement for graduation was changed at Hope College soon after preliminary findings from the D and F grade survey were available. Prior to the change, Hope College (a medium-sized institution) was in quality-requirement Group 1-b with transfer Practice B and quality-point scoring Plan 1. As a result of the change, the college is now in quality-requirement Group 2-b with repetition of a D grade course ruled out, transfer Practice A, and quality-point scoring Plan 1. With quality-point scoring Plan 1, there seemed to be need for the stipulation requiring a C average in some 126 passed credit-hours of work (not necessarily including all required courses). The current position of Hope College is stated in the

following regulations adopted during the spring of 1951.

1. A complete and exact record shall be kept by the Registrar of all college courses attempted and grades received, including account of all courses and grades which were received while in attendance at other colleges or universities.
2. The Hope College transcript shall provide a record of all courses and grades while in attendance at Hope College and elsewhere.
3. A student receiving a grade of F:
  - a. in a course required for graduation, should repeat the course the next time it is offered.
  - b. in a course required for a major, should repeat the course the next time it is offered, provided he continues his major in the same field or in some other field requiring the course for a major.
  - c. in all other cases, need not repeat the course but may do so at the explicit and written approval of his counselor and endorsement by the dean of the college.

In the foregoing cases, the credit hours and quality points of the course *as repeated* shall have full recognition and standing.
4. A student receiving a grade of D shall not in general repeat this course. However, with the approval of the head of the Department under which the course is offered and endorsement by the dean of the college, the course may be "audited."
5. A student, to be eligible for graduation, must pass all college required courses and present 126 hours of work in which he has achieved a 2.0 average.
6. In determining quality attainment for *honors* purposes, measurement shall be in terms of an average quality attainment based upon total quality points earned in all courses divided by total attempted hours in all attempts, including courses with grade of F irrespective of whether repeated or not but not including courses taken on an "audit" basis.
7. For students transferring from accredited colleges, all attempted hours and quality points after conversion to the quality point system at Hope College shall have full and identical standing with work done in residence at Hope College. This treatment shall be accorded in connection with calculations for both minimum quality requirements and honors requirements.



APPENDIX I

I—Questionnaire Form Used in the Hope College Survey

Hope College

January 1951

Questionnaire: Quality Evaluation of D and F Grades

*Part I.*—Attention is invited first to fulfillment of the minimum quality requirement for graduation from your institution with a bachelor's degree. In answering questions, let it be presumed that fulfillment of the quality requirement is the only matter at issue.

1. Is the quality attainment minimum required for graduation based on the number of quality points allowed in all semester (quarter) hours attempted? If the requirement is in terms of an average, this would mean division of total quality points in all attempted courses by total attempted hours in all courses. If the requirement is in terms of a total, the quality point total would increase proportionally with total attempted hours as the latter exceeded the minimum number needed for graduation. Yes \_\_\_\_\_; No \_\_\_\_\_. (Check proper answer here and throughout.)

2. If the answer to the preceding question is "No," please explain the minimum quality attainment required for graduation. Explanation: \_\_\_\_\_

3. Can a student, who otherwise meets graduation requirements but fails to attain the quality minimum, take additional course work after the usual four-year period and thereby satisfy the requirement? Yes \_\_\_\_\_; No \_\_\_\_\_. If the answer is "Yes," please explain what is required of the student. Explanation: \_\_\_\_\_

4. Is it possible to waive the minimum quality requirement for graduation for a student not qualifying under the requirement? Yes \_\_\_\_\_; No \_\_\_\_\_. If such action is possible, in what college authority does this power immediately reside? \_\_\_\_\_. If the authority is some committee or board, please state the college position held by the chairman of the group. \_\_\_\_\_ Such waiver was granted to \_\_\_\_\_ persons among the \_\_\_\_\_ persons granted a bachelor's degree during the academic year 1949-1950.

5. Please indicate below the plan used by your institution in allowing quality points for different grades:

Check plan in use	Plan Number	Quality points allowed per hour for grade of				
		A	G	C	D	F
_____	1	4	3	2	1	0
_____	2	3	2	1	0	-1
_____	3	3	2	1	0	0
Specify grade and quality points per hour						
_____	Other	Grade	_____	_____	_____	_____
		Points	_____	_____	_____	_____

6. Please answer the following case questions from the standpoint of quality attainment only, adding relevant comment on the margin or on an attached sheet if needed. Note that the "hours" figure here is for quality attainment hours, not hours successfully completed.

A. Student X takes a 4 semester-hour (quarter-hour) course and is graded F.  
For this he has \_\_\_\_\_ hours and \_\_\_\_\_ quality points.

B. Student X repeats the course he failed and is graded D. For the two combined, he has \_\_\_\_\_ hours and \_\_\_\_\_ quality points.

C. Student Y with a grade D in a 3-hour course is permitted to repeat this course. He receives a grade of C. For the two combined, student Y has \_\_\_\_\_ hours and \_\_\_\_\_ quality points.

D. Student Z has completed 3 semester (quarter) hours more than the minimum number of hours of passing grade required for graduation (designate this minimum as M), receiving grades of C in all except one 3 hour course in which a grade of D is recorded. This student has M plus \_\_\_\_\_ hours and \_\_\_\_\_ M plus \_\_\_\_\_ quality points. Has he fulfilled the quality-point requirement? Yes \_\_\_\_\_; No \_\_\_\_\_. (Note that under quality-point plan 1, and with a C average required for graduation, the entries here become 3, 2, 3, no.)

*Part II.*—The second set of questions relates to transfer students from accredited colleges. It is presumed that all conditions imposed on transfer students, other than those of quality of performance, are fulfilled.

1. Are hours of course work and related quality points for grades earned elsewhere included in their entirety and without alteration when evaluating the transfer student's quality performance for graduation? Yes \_\_\_\_\_; No \_\_\_\_\_.

2. If the answer to the preceding question is "No," please explain the quality evaluation accorded grades received elsewhere, as follows:

A. Are grades of F always excluded? Yes \_\_\_\_\_; No \_\_\_\_\_.

B. Are grades of D always excluded? Yes \_\_\_\_\_; No \_\_\_\_\_.

C. If treatment of F and D grades is not uniform, please explain what is done. Explanation:

If discretion may be exercised, please indicate the authority having discretion and the scope of the discretion. Explanation:

3. Please answer the following case questions that concern courses taken elsewhere by the transfer student, again noting that the "hours" figure is for quality-attainment hours, not hours successfully completed. Add comment on the margin or on an attached sheet if needed.

A. Student X has a grade of F in a 4 semester-hour (quarter-hour) course taken elsewhere. For this, he has \_\_\_\_\_ hours and \_\_\_\_\_ quality points.

B. Student X repeats the course in question after transferring and is graded C. For the two combined, he has \_\_\_\_\_ hours and \_\_\_\_\_ quality points.

C. Student Y has a grade of D in a 3-hour course acceptable for transfer. For this, the student has \_\_\_\_\_ hours and \_\_\_\_\_ quality points.

D. Student Y repeats the course in question after transferring and is graded C. For the two combined, he has \_\_\_\_\_ hours and \_\_\_\_\_ quality points.

*Part III.*—Characteristics of reporting colleges are needed in presenting findings. Please supply the following for your institution:

1. State in which located: \_\_\_\_\_.

2. Enrollment in the regular liberal arts four-year program as of the first semester (quarter), 1950-1951: \_\_\_\_\_.

3. Name of reporting college: \_\_\_\_\_.

N.B.—Is a resume of findings desired? Yes \_\_\_\_\_; No \_\_\_\_\_. If "Yes," please provide name and address below (type or print).

## APPENDIX II

### SUMMARY TABULATIONS

Chief findings from the Hope College survey of quality evaluation of D and F grades are shown in two summary tabulations. Further tabular detail was mailed to cooperating colleges in mimeographed form. A limited number of copies of the more detailed report are available for distribution to persons requesting them.

The following definitions are given in explanation of classifications and constitute, in effect, a head-note for the tables.

1. Enrollment size. Three size classes are defined.

*Small college*—enrollment of less than 700

*Medium sized college*—enrollment from 700 through 1,299

*Large college*—enrollment of 1,300 or more

2. Quality-point Scoring Plan. The following designations are used in classifying colleges according to quality-point plans.

	Quality points per hour allowed for grade of				
	A	B	C	D	F
Plan 1	4	3	2	1	0
Plan 2	3	2	1	0	-1
Plan 3	3	2	1	0	0
Plan 4	----- All Others -----				

3. Minimum Quality Requirement for Graduation.

Groupings are in terms of two major categories:

*Group 1.—Quality-point average.*—Colleges requiring for graduation an average grade at least equal to some stated minimum number of quality points per credit hours. The average is calculated to include in it any excess of credit hours over the minimum number of hours required for graduation together with related quality points.

*Group 2.—Fixed Quality-point total.*—Colleges requiring for graduation the earning of at least some fixed number of quality points so as to yield the minimum average or more when expressed in relation to the credit hour minimum required for graduation.



Within Group 1 and 2, three subgroups are distinguished:

*Subgroup a.*—Colleges with a quality requirement effectively giving full consideration to all quality points earned in all attempted courses (perhaps including no course offering more than twice). Certain colleges in group 1 only are classified here.

*Subgroup b.*—Colleges with a quality requirement which ignores the first attempt, provided the course in which a D or F grade had been earned is repeated.

*Subgroup c.*—Colleges with "mixed" quality-requirement practices, the result usually of considering only passed hours or non-duplicated passed hours. Some of the D and F grades are considered in the quality-requirement calculations but not all such grades.

#### 4. Grades Earned in Other Colleges.

For D and F grades received elsewhere by a transfer student in courses otherwise acceptable for transfer, the various practices as they relate to fulfillment of the minimum quality requirement for graduation are classified as follows:

*Practice A.*—Colleges counting transfer D and F grades fully and as if received in the college itself.

*Practice B.*—Colleges ignoring F grades received elsewhere and counting in their quality calculations only the D grades of courses actually accepted for transfer credit.

*Practice C.*—Colleges accepting no courses for transfer which bear D and F grades with the quality implications of such grades ignored in quality evaluation for graduation. A college may, of course, refuse to admit a student with a record of low grades elsewhere.

*Practice D.*—All grades received elsewhere are ignored whether earned in courses accepted for credit or not. The quality requirement for graduation is concerned only with grades earned in the institution itself.

## A CHURCH COLLEGE RE-EXAMINES ITS PURPOSE<sup>1</sup>

L. L. HAYNES, Jr.

*Philander Smith College, Little Rock, Arkansas*

THE CRITICAL internal and external scrutiny to which church colleges have been subjected during recent years has begun to produce wholesome changes. Here and there the spiritual inertia of church colleges is yielding to the spirit of experimental and scientific investigation in an effort to substantiate the purpose for which the church college exists. In a number of instances, the church colleges have been forced to think seriously about the importance of college experience; religious values to be found in instruction; the student as an integral person functioning as a unit in American history and as a world citizen; and the unique importance of religious and moral values which are needed in our contemporary society. Moreover, this adventure of the church college in the examination of moral values is having an even greater effect that is still more promising, and that is the reduction of a multitude of special problems to central and commanding ones.

Investigation reveals that the difficulties which the church college is encountering are primarily dynamic and not static. It has begun to dawn upon the church college that it must answer the prior questions: Why should young men and women go to a church college? Why should there be a church college at all? What was once thought to be causes of our difficulties turned out to be symptoms—that our major objectives are not well defined and that the motivation of the entire academic organism is unsteady. Students have

added to the criticism of the church colleges by asking, "Do they really care for religious values?" And again, a prominent church-college president is reported to have asked, "Why should we try to make religious those persons who do not want to be religious?"

There is a growing realization that the professor, the administrator, the Board of Trustees, as well as the student, must all be concerned about religious and moral values if the church college is to fulfill its mission in our contemporary society.

This paper is concerned with the work which was done by an inter-racial group of professors, religious workers, college administrators, college students, the Board of Trustees, and special workers in the area of religion in local Methodist Conferences at the Second Annual Institute on Religion in Higher Education held at Philander Smith College. The results which have been worked out by the Committee on Findings should prove helpful to a number of colleges (state and church) that are facing the problem of religion in higher education. It is with a good deal of hope that the findings of the Committee will lead other colleges and persons to think seriously about the meaning of the church college in, and the contributions which it can make to, our American life.

The following sixteen statements were developed by the above Committee. Such principles are essential for the development and gradual infiltration of persons into our society whose moral values and religious personalities are of the highest possible standard. It is through the development of these principles that the church college can

<sup>1</sup> This report is timely owing to the widely mounting interest in the place of religion in education and to the seriousness with which church-related colleges are re-examining their functions.  
—EDITOR.



become an effective organism in our American way of life, and can begin to fulfill its primary purpose.

#### REPORT OF THE COMMITTEE ON FINDINGS

1. The teacher who desires to inject religious principles into his subject-matter teaching must exemplify the principles of his religion in his own attitude and behavior.
2. The life and teachings of Jesus can be made stronger and more significant for the casual student if the subject-matter is presented on a factual basis free of any elements of doctrine.
3. The inability of European nations to resist inroads of Nazism and Communism because of their lack of a fundamental democratic tradition emphasizes for us the need of keeping American youth continually conscious of its traditions of democracy.
4. Religion must leave itself open to critical examination if it is to make any contribution to higher education.
5. We cannot assume that the adolescent who grows up in a religious tradition and professes membership in a church necessarily has any real religious understanding.
6. Gradual conversion may have the same emotional depth as the often glorified "blitz" conversion, because it may be accompanied by deeper intellectual insights and may be more lasting.
7. Accepting the principle that the human personality, in normal functioning, is an integrated whole, conversion must be sought as a broad, integrated experience having significance in all phases of an individual's life—social, economic, racial, etc., as well as with the reference to the acceptance of dogma.
8. The unique contribution of the counselor in the church college lies in the possibility of constructive values—conflict counseling. This is a responsibility, not merely an opportunity, for the counselor.
9. The counseling process is a growth experience, and as such, must be considered an integral part of any program of higher education. Like pastoral counseling in the church, modern counseling particularly belongs in the church college.
10. Psychologically, positive approaches to behavior standards produce better results with adolescents and young adults than do negative ones.
11. Opportunities for self-discipline and self-control must be afforded students during

their college experiences and preparation for independent mature living after they leave college.

12. The church related college should assist its students to gain an understanding of the world in which they live which transcends the limited perspectives of their own environment. This understanding should result in a world-view with a sense of identification with humanity and especially with the world Christian fellowship.
13. The church-related college should emphasize the Christian approach to freedom, and human rights and other aspects of social justice. The conviction that all men are children of God furnishes a strong foundation for the development of a society in which individual freedom and social responsibility are properly combined. In this regard the Christian college should lead the way by the example it sets in its own student-faculty administration relationships with special emphasis on democratic processes in the determination of institutional policies.
14. Every possible avenue of informing potential students should be explored by the church-related colleges, and especially prepared material should be furnished to the ministers and other church leaders that they may carry their proper share of responsibility in the recruiting of students.
15. The church college has a responsibility through both its curricular and extra-curricular programs to remove the social barriers of race, nation, class, and creed which are to be found in the attitudes and practices of many of its students. A religious approach to life requires such efforts and thereby can provide a sound basis for responsible citizenship in a democratic society.
16. The Christian view in the face of present tensions incorporates the abolishment of war as an institution; the abandonment of nationalism for inter-nationalism; the elimination of racial and class distinctions; the substitution of cooperation for profit; and the adoption of an idealistic philosophy in exchange for the current philosophy of materialism.

The members of the committee which prepared the foregoing statement of principles were:

Attorney Herman Will (chairman), Methodist Church, Commission on World Peace  
Dr. Daniel D. Feder, University of Denver, Denver, Colorado  
Dr. Edwin Edmonds, Langston University, Langston, Oklahoma

Dr. Lem Stokes, Secretary of Religion, Board  
of Education of the Methodist Church  
Rev. J. O. Erwin, Wiley College, Marshall,  
Texas  
Rev. J. I. Dixon, Pastor, McKinley Methodist  
Church, Dayton, Ohio  
Miss Harriet Seibert, Secretary, Women's

Society of Christian Service, New York,  
New York  
Mr. Jamerson Jones, President, National Con-  
ference of Methodist Youth  
Dean L. L. Haynes, Jr., Dean of Students,  
Philander Smith College, Little Rock,  
Arkansas



## DEALING WITH HIGH SCHOOL FRATERNITIES AND SORORITIES: A PANEL DISCUSSION<sup>1</sup>

*Chairman: B. L. SHEPHERD, Tulsa, Oklahoma*

*Recorder: E. H. CRISWELL, Tulsa, Oklahoma*

### DISCUSSION SUMMARY

IT IS EVIDENT that social organizations of certain kinds pose serious problems for secondary school administrators, particularly in the larger institutions. These problems, for the most part involve the democratic nature of the public high school in a democratic society. Whatever tends to thwart the implementation of democratic ideals in such institutions is detrimental and contrary to the primary nature and purposes of the publicly-supported secondary school. This, some types of social organizations seem to do.

What are the characteristics of such detrimental organizations? The chief criterion of judgment would seem to be that of restriction of membership. Does a given club accept all persons who can qualify for membership, or does it pick its membership upon such a basis as to make it exclusive in nature? This would seem to be the crux of the problem. It is admitted that, for practical reasons of room, space, and maneuverability, some clubs cannot take all applicants and yet perform their assigned functions; such, for instance, as departmental clubs and service clubs. Nevertheless, this kind of organization is often restrictive in nature. It is also admitted that many restricted clubs have noble aims and perform excellent service. Still, the heart of the matter is that they are restrictive and undemocratic in nature. They do not admit all

students who have the necessary qualifications.

Another criterion of judgment is that of whether the club is beyond the control of the school. Where such clubs have no sponsoring organization such as a parents' association or a service club of some type, it is generally agreed that they are harmful. Some would even go so far as to say that, even though they are organized and administered by worthy social agencies outside the school, they are, nevertheless, restrictive and have no part in the American secondary school. There is some objection to this point of view by those who feel that the school has no right to demand such complete control of a student's life in view of the fact that he has many interests outside the school, spends a great deal of his time away from school, and often resents too close a supervision of his every activity by the school system. It seems clear that further study of these opposing views is necessary.

Other undesirable qualities of many social clubs often mentioned are secret membership, secret ritual, and elaborate insignia. These seem to be accompaniments of the policy of restricting membership. They give aid and comfort to those who desire to be exclusive, but would probably vanish with the disappearance of restricted memberships.

Whatever the difference of opinion as to the precise definition of an undemocratic and undesirable social club, it is generally agreed that such institutions are the outgrowth of a natural and wholesome desire of young people to extend and enhance their personali-

<sup>1</sup> A feature of the program of the Commission on Research and Service, March 29, 1951, at Chicago. Mr. Shepherd is Assistant Superintendent in Charge of Secondary Education, Tulsa, Oklahoma, and Mr. Criswell is Dean of the College of Liberal Arts, University of Tulsa. This abstract was prepared by Mr. Criswell.

ties in social relationships, to make a place for themselves in the social milieu, to achieve a feeling that they "belong." Consequently, no solution can ever be found in merely negative prescriptions. What is needed is a positive program.

It has been suggested that one method of approach is to explain these normal social urges to young people so that they may understand them and thus be in a position to cooperate in finding wholesome outlets for them. Prestige-loving parents, as well, might profit from such instructions, since any large-scale attempt to find desirable substitutes for social clubs will need the support of parents. Some schools

have made notable progress by the establishment of youth centers which have engaged the attention of the great majority of the students. Where this has been done successfully, exclusiveness has become a doubtful prerogative and the undesirable social club has withered on the vine. It seems likely that this points out, in general, the direction in which success lies.

The North Central Association might very well study the problem and attempt to give some assistance to the schools. After such study, it may be possible to formulate at least a set of fundamental principles for the guidance of the secondary schools.



## EDUCATION OF TEACHERS IN A PERIOD OF NATIONAL EMERGENCY: A PANEL DISCUSSION<sup>1</sup>

Chairman: JOHN E. JACOBS, *Emporia, Kansas*

### DISCUSSION SUMMARY

THE FOLLOWING three major areas of the discussion were summarized for publication by the three consultants whose names appear after the respective paragraph headings.

*College Enrollments (Edward F. Potthoff).* According to the United States Office of Education the total enrollment (men plus women, graduate plus undergraduate, veteran plus non-veteran, and full-time plus part-time) in all institutions of higher learning next fall will be reduced by approximately 11 percent below the fall, 1950, level if the Hershey plan for deferment of military service on the part of college students is put into effect. The reduction will be confined very largely to undergraduate men since the total decline in the enrollment of women is estimated at about 1 percent and since a very large percentage of the graduate men will be exempt from the draft because they are married students, veterans, physically unfit, overage, or are following fields of specialization which automatically result in exemption. It follows that the effects of the reduced enrollment will vary greatly from one type of institution to another. Those which enroll only women, for example, will be affected hardly at all, while those which have only undergraduate men will be affected most.

The effect of the decline of the enrollment upon institutions engaged in the

preparation of teachers will, in general, be an intermediate one. In the first place, an unusually large proportion of the enrollees in such institutions normally are women. Thus whereas in the fall of 1950 less than one-third of the enrollees in all institutions belonged to the gentle sex, the proportion in the teachers colleges was more than 50 percent. In the second place, aggregate enrollments of men and women in the teachers colleges have shown much more favorable trends than for those in all institutions combined. Thus in the fall of 1948 the increases in enrollments for the preceding year for these two cases respectively were 4.9 and 3.0 percent; the next year they were 12.2 and 2.0 percent; and in the fall of 1950 there were losses in both instances amounting to 0.13 and 6.5 percent, respectively.

Obviously there are many uncertainties in the enrollment situation for next year. It should be kept in mind, however, that even in the absence of any emergency there would have been a reduction in the total enrollments in all higher institutions of about 7 percent over the fall of 1950. This expected decline is mostly the result of large losses in veteran enrollees, although the numbers of women and of non-veteran men were also due for reductions because of the decreased numbers of high school graduates in recent years. In view of all of the facts, institutions for the preparation of teachers should indeed be in a fortunate situation next fall if World War III does not develop and if the Hershey plan is actually applied on the basis recently proposed.

*Liberal Arts College (Frank W. Clippinger).* The present emergency is

<sup>1</sup> Held under the auspices of the Commission on Research and Service at Chicago, March 29, 1951. Mr. Jacobs is Administrative Assistant at Kansas State Teachers College, Emporia; Mr. Potthoff, Director of the Bureau of Institutional Research, University of Illinois, Urbana; Mr. Clippinger, Dean of Men, Drury College, Springfield, Missouri; and Mr. Michael, Superintendent of the Evanston Township High School, Evanston, Illinois.

probably going to have a serious effect upon enrollment in the liberal arts colleges, particularly the private liberal arts colleges, and this in turn will produce financial difficulties in institutions so largely dependent on tuition income. Severe retrenchment will have a serious effect on the progress the liberal arts colleges have lately been making in their programs of teacher education.

One of the immediate effects which I expect will be the reduction of the number of men going into public school teaching. The emergency will also put a strain on the elementary teacher training programs. These have traditionally been the weakest part of the service in teacher preparation provided by the liberal arts colleges. They have only recently begun to develop programs for the training of elementary school teachers, and in many instances have not established programs. Retrenchment may further impair this part of the teacher training program—at a time when the demand for elementary school teachers is still increasing.

There will also be a tendency to lower standards of work throughout the whole teacher-preparation program. The danger lies especially at the level of selection or recruitment. We can expect more people who are not fully prepared for teaching to be called into service. More students may interrupt their undergraduate education to teach for a year or two and we shall therefore be less selective. We shall need also to consider the possibilities of starting the program of teacher education earlier than has been customary in the liberal arts colleges. Such action will have its effect upon selection.

Another effect of the emergency will be to place more importance than ever upon summer school programs, not only as a means of acceleration but also

of providing refresher courses for people who are coming back into teaching. We may soon find ourselves in a position somewhat similar to that of a few years ago of helping people gain emergency certificates.

In times of crisis the colleges have even to a greater degree both the responsibility and the opportunity to do a good job. For that we need most a faculty-wide acceptance of our traditional role in teacher preparation and a deliberate effort clear across the campus to do the very best we can.

*In-Service Development of Teachers* (L. S. Michael). The Defense Program has certain clearly defined implications for in-service education in our secondary schools. These may be briefly stated as follows:

1. *It is recommended that secondary schools intensify their efforts to effect needed improvements in their educational programs.*

Each member of the school's staff should recognize that the improvement of education for *all* youth is basic to national security. Those who would argue for a return to "fundamentals" in the curriculum mistake the meaning and intent of recent trends in curriculum development. Thus Life-Adjustment Education, the imperative needs approach, and common learnings are typical of the kinds of curriculum improvement that recognize the great obligation of the secondary school to youth and to our society. In an extended crisis, "youth education in America needs steadier but more eager hands upon the wheel, not a heavier foot upon the brake."

2. *It is recommended that cooperative programs which are concerned with the national security be developed between state departments of education and all lay and professional groups.*

The recent efforts of the Illinois Secondary School Curriculum Program to develop a national security program for the schools of that state emphasize the wisdom of coordination and cooperation at the state level and the importance of the grass-roots approach at the local level. The mistaken idea that "teaching school isn't important" in the present crisis can be eradicated from the public and professional mind if such cooperative programs are initiated. In-service education of teachers must be directional in character; practical



steps must be taken to impress the local community and the nation with the importance of the teacher's task in the current crisis.

3. *It is recommended that secondary schools oppose any attempts to establish a nationwide testing program as a device for screening high-school seniors for college or military service.*

Significant progress has been made in recent years in the development of improved educational programs in many of our secondary schools. There is evidence that further improvement at an accelerated rate may be expected. The recent announcement that the Selective Service is considering a testing program that would include high school seniors should be viewed with alarm.

Such a testing program might well mean the end for the present of any high school curriculum improvement. The best curriculum in most high schools for boys could become whatever it takes to pass the test. Even if the tests are as broad in scope as the current College Entrance Board tests, they will be a limiting factor operating on a nation-wide scale on the secondary school curriculum. No test can be

designed which will recognize the many kinds of abilities, interests, and scholarship prevailing in the pupil population of the typical comprehensive high school. If physical science and mathematics are heavily weighted, as one may assume they would be, what will be the result on expanding programs in general education studies, business education, art, music, and any of the vocational subjects?

The danger of restrictive effects on the high-school curriculum should be recognized and courses and methods of teaching that contribute most to test-passing should be examined critically.

The responsibility of the secondary school to develop a thoroughly democratized program of education for all youth has been generally accepted. A strong voice of opposition should be raised against those influences and changes which are appearing under the guise of national security and which would establish an undesirable pattern of secondary education and militate against those desirable curriculum practices now in effect or in the process of development.

# INNOVATING PRACTICES IN SCHOOLS: A PANEL DISCUSSION<sup>1</sup>

Chairman: Earl R. Sifert, *Maywood, Illinois*

## I. A PERSONAL AND FAMILY LIVING COURSE

CHARLOTTE L. GRANT, *Dean of Junior Girls, Oak Park and River Forest High School, Oak Park, Illinois*

DURING 1948 and 1949, a check list of health areas was submitted to juniors and seniors in order that some determination might be made of adequacy of instruction in health in the high school. Not only did the students indicate adequacies and inadequacies but also overlapping of certain instructional areas among departments. It is recognized that some repetition of material is advantageous to teen-agers, particularly when the approaches and methods vary. Further integration and correlation of health teaching became a function of the school health council which was made up of representatives from departments teaching health and courses closely related to health education, as well as of school personnel such as the nurse, cafeteria manager, and guidance staff.

High-school students indicated inadequacies in certain areas which would naturally concern them during the later adolescent years, such as phases of physical development and changes (mental and emotional) which would be closely correlated with physical growth. While some of the characteristics of adolescent development are taught at the freshman level in the high school where a course in health science is required, older students indicated a need for further instruction at the more mature levels. In a questionnaire which accompanied the check list they also specified a need for school instruction on personality and social

development, boy-girl relationships, adult career planning, and marriage and family relationships.

As the result of such needs specified by the teen-agers themselves, a course was developed and initiated in February, 1950. It was limited to only one class for its experimental period, and offered as a senior elective. Sixteen girls and fourteen boys chose to assist in developing the course.

Since freshman health is taught in the biological sciences, the senior health course also gives credit toward science. Because of social science implications and applications, credit may be used toward the social sciences instead of the biological sciences if the student desires.

Throughout its initial development the class took an active part in developing materials and techniques for teaching the course. In other words, the course was *theirs* and they were led to take an active part in all proceedings. Topics for the course were developed from a questionnaire on personal background, interests, needs, and relationships with others. The title of the new course became *Personal and Family Living*. Four important topics were chosen and developed:

- (1) Understanding Ourselves.
- (2) Understanding Our Families.
- (3) Understanding Others—including boys and girls, teachers, and part-time employers.
- (4) Understanding Our Future—with emphasis upon vocational satisfaction as well as planning for marriage and parenthood.

While a textbook, *Personal Adjustment, Marriage and Family Living*, by Landis and Landis, was used, numer-

<sup>1</sup> This panel was a feature of the program of the Commission on Secondary Schools at Chicago, March 29, 1951. Mr. Sifert is Superintendent of Proviso Township High School, Maywood, Illinois, and Chairman of the Commission.



ous reference books and pamphlets were also available. The latter were employed to a large extent in developing the fourth topic.

Films were scheduled each week, and these were previewed by volunteers from the class in order that questions for discussion might be developed. Outside speakers from the community and the school faculty were delighted to appear before the class. Perhaps one of the most profitable sessions was a panel by parents and students on problems of the teen-ager. The class was invited to present problems for discussion and a panel chairman and recorder directed proceedings. Another very interesting class project was the development of problems encountered in student-teacher relationships. Two carefully chosen faculty representatives were invited to the class to discuss these problems with the students. Community speakers included such people as a minister, a doctor, an employer, a university professor, and a sociologist.

A variety of techniques was developed by the class and found very useful, such as panels, committee work, debates, reports, daily discussions, and interviews. Tests were constructed so as to have fewer definite information questions and more devices to bring out the application of information, attitudes on teen-age problems, and behavior characteristics of the students.

At the close of the semester a two-page evaluation blank was given each student. He was invited to express him-

self frankly, to give constructive criticism, and to turn in the paper unsigned. On the basis of this evaluation the course will be continued with certain suggested changes. Perhaps the most outstanding feature of this evaluation was the students' unanimous feeling that the course was entirely *their own*, built around themselves and guaranteeing active participation by them. As one young person wrote, "The course gave us a better chance to know ourselves and others better. Certainly this is the keynote of living together in tomorrow's world."

While the course, "Personal and Family Living," is in the experimental stage it will be limited to one class of seniors each semester. Such a group, however, will consist of both boys and girls and be representative of high-average, medium, and lower-average levels of the senior class. There will be no prerequisite for the course although all will have had the required freshman health science, and a majority will have elected biology sometime during the preceding three years. A number also will have had or be taking sociology or social problems in the social science department. Home management offered in the home economics department is more closely correlated with the new course than with any other class in the school. For this reason girls who have had home management are advised to replace "Personal and Family Living" with an elective which will give them an entirely new outlook and preparation for living.

## II. A FAMILY LIVING COURSE

BERNICE W. SCOTT

*North High School, Sheboygan, Wisconsin*

THE SCHOOLS have recognized for a long time that they have a responsibility in the training of young people for family living, but the term as we now use it includes an area of human relations with which they have been reluctant to deal. They thought that surely this was an area in which the home and church must assume primary responsibility and that their part might be attained as a byproduct of their work in a number of other areas.

Like a great many schools whose students come from a divergent religious and educational background, we have felt that we must move slowly, that we must feel the pulse of the community. Gradually however, we have evolved a program which we hope meets the needs of our students, at least partially.

Our goal is two-fold: first, to help develop the attitudes that control conduct; and second, to provide intellectually satisfying information which may or may not control conduct.

We have approached the problem indirectly, that is the material has been integrated into a number of established courses. We haven't changed the name of any course but we have added to and changed the course content. Some of these courses are required of all students and some are elective. All, of course, carry credit. We begin the work in the ninth grade and carry it through the twelfth grade. What we are doing isn't unusual, it isn't even particularly new, but it is one way to begin and a way that I believe is being tried in many schools like our own.

The program is as follows:

There is one required course which includes work that trains for family living. In the ninth grade every student

must take *Health* for one semester. The class meets twice a week and is taught to boys and girls separately by the physical education teachers. About half the course deals with family living and includes these three topics:

- A. Emotional development of the human being.
- B. Growing into maturity.
- C. Planning for marriage.

Text material at this level is limited, so considerable use is made of the lecture method, reference reading in pamphlets, magazines, etc., and the question box idea to get at the problems of the individual students.

Biology also includes work in this area. There are three units in the course which give training in family living but they are completely integrated into the larger study of plant and animal life. The unit on *health* takes up communicable diseases, their nature, causes, effects and prevention. In the unit on *reproduction* the process is studied in all forms of plant and animal life from the very simplest form to the most complex. The approach is completely scientific. If questions come up that deal with human reproduction, they are answered to the best of the teacher's ability. The same approach is taken in the unit on *inheritance*. Biology is taught in mixed classes by the science teachers and is open to all students. Most tenth graders take it.

In *American Problems*, an elective course open to twelfth graders, one of the eight units is entitled *Successful Living*. It includes the following topics:

- A. Development of personality.
- B. The courtship period.
- C. Preparation for marriage.
- D. Family living.
- E. The divorce problem.



The unit is a ten-week study and is taught in mixed classes by social studies teachers. In addition to text material, magazines, and pamphlets, a great many films are used including the "Marriage for Moderns" series.

The Home Economics department offers a course in *Home Training* which includes a unit on *Home Making*. In addition to studying the planning, building, decorating, and caring for the home, the unit includes a study of the family responsibilities of the members to each other, budgeting, etc. The course is entirely elective and is open to eleventh- and twelfth-grade girls.

In a course in the *Fundamentals of Nursing*, rudiments of the home care of the sick are taught. It includes diets, care of patients, baths, pulse and temperature, bed making, care of babies (including the birth process), communicable diseases, etc. This also is an elective course open to eleventh- and twelfth-grade girls and is taught with the full cooperation of a local hospital.

In evaluating our program, integrating our material into a number of courses *seems* satisfactory. However, though we reach *most* of our students at the ninth- and the tenth-grade level where they are just meeting boy-girl problems, we reach *very few* of our students on the twelfth-grade level where many are on the verge of establishing homes and families. If we really believe *every* boy and girl should have this educational experience, we must

either build a new course and require it of all or revise the ones we have and require them of all students. If we do not feel that we are ready for that step, an elective course just in *Family Living* might attract many more students.

Then, too, the physical education teachers who handle the work on the required ninth grade level feel their material is not adequate. They would like to use films, on human reproduction for example, but are not permitted to do so.

There is also the problem of teacher personnel. Some teachers feel that they have not been trained to do this job and others, that they do not have the necessary personal qualities. Facts about family life can be quite readily taught, but attitudes are a different matter. To be able to set an atmosphere that will encourage honest, sincere discussion, to gain the students' confidence and yet hold their respect requires a high degree of skill.

Perhaps we are moving too slowly. I'm sure we are for *most* of our *students* and *some* of our *parents*. I'm equally sure we are moving as rapidly as we can for some of our students and parents. Perhaps our approach is too hit-and-miss, but we have tried to do it quietly, without making an issue of it.

We have just made a beginning. We know we have many problems to solve. We shall face them as rapidly as our community is ready for them and as we find the trained personnel to do the job.

# THE CONTRIBUTIONS OF INDIANIANS TO THE WORK OF THE NORTH CENTRAL ASSOCIATION, 1895-1951\*

CHAUNCEY GORDON WINSTON  
*Bennett College, Greensboro, North Carolina*

THE NORTH CENTRAL ASSOCIATION of Colleges and Secondary Schools, which now comprises nineteen states, is one of the leading regional accrediting associations in the United States. In 1951 it rounded out fifty-six years of continuous service to the cause of education.

Indiana was one of the original states in the Association. Since it appeared that Indianians had been prominent in the work of the Association through the years, it was felt that it would be interesting to make a study of their contributions. Such a study was undertaken by the writer. Its objective was to determine who had been the contributors from Indiana to the work of the Association during the period, 1895 to 1951, what contributions they had made, when the contributions had been made, and the significance of the contributions.

It was hoped that the study, historical in its approach, would reveal accurate, easily accessible information which would serve as a source of inspiration to readers, supplement previous histories of the Association in contributing to an understanding of the nature and working of the Association, provide another basis for the evaluation of the lives and works of certain Indianians, and set a pattern for similar studies that might be made in the future.

Interviews with, and communications from, a number of persons who have been prominently identified with the work of the Association, certain

published and unpublished literature dealing with the Association, and other materials, some of which were in danger of being lost to posterity with the passage of time, were used as sources for the study.

\* \* \*

All told, 187 different Indianians have contributed to the North Central Association of Colleges and Secondary Schools during the above period. Eighty-one of them have been principals of secondary schools in Indiana; twenty, deans of schools or colleges of education, professors of education, and other college workers in the field of education; twenty-one, college presidents; fourteen, representatives of the Indiana State Department of Public Instruction; thirteen, superintendents of local school systems; thirteen, administrative officers of colleges in areas other than that of education; seven, non-administrative teachers of college subjects other than education; and four, instructors in secondary schools. There were also a high school student, a Governor of the State (when he made his contribution), a minister, a State Superintendent of Public Instruction in Indiana, a local representative of the Standard Oil Company, two college professors whose fields of specialization the writer was unable to determine, and seven workers of other types.

Eight of the fifty-six presidents, one of the eleven secretaries, and three of the eight treasurers of the Association, as well as one of the seven secretaries of the Commission on Secondary Schools, were Indianians. Further, two of the chairmen of the Commission on Colleges and Universities, two of the

\* A brief abstract of a dissertation submitted in partial fulfillment of the requirements for the degree, Doctor of Education, at Indiana University.



chairmen of the Commission on Secondary Schools, and one of the secretaries of the Commission on Research and Service came from that state. The only offices in the Association which Indianians have not held are the secretaryship of the Commission on Colleges and Universities and the chairmanship of the Commission on Research and Service. John R. Emens, President of Ball State Teachers College, Muncie, was chairman of the Commission on Research and Service during the year, 1945-46, which was just before he entered educational work in Indiana, and Philip M. Bail was chairman of the same Commission soon after he left Butler University, Indianapolis, to become president of the University of Omaha, Omaha, Nebraska.

Five of the eight Indianians who have been presidents of the Association were connected with the Indianapolis public school system when they held the Association's highest office, as were two of the three Indianians who have been treasurer of the Association.

It seems that seven women from Indiana have contributed to the North Central Association of Colleges and Secondary Schools during the period in question. They were May Wright Sewall, then principal of the Girls' Classical School, Indianapolis; Anna C. Willson, principal of the high school, Crawfordsville; Mary E. Hallowell, principal of the high school, Columbia City; Helen Ederle, an instructor in education at the Indiana State Normal School, Terre Haute; Nila Banton Smith, Associate Professor of Education, Indiana University; Sister Marie Celine, principal of Saint Mary's Academy, South Bend; and Sister Cecile, Instructor of English and Latin at the same institution. Of these, it seems that May Wright

Sewall was first to contribute to the work of the Association.

The length of the connections of Indianians with the work of the Association has varied from the time required to deliver an address, as, for example, was that of Paul V. McNutt, then Governor of the State, to the thirty years of active service rendered by George Buck, then principal of the Shortridge High School, Indianapolis.

There have been two periods in which the number of contributors from Indiana significantly increased. One was the decade, 1915 to 1925. The chief cause of the increase during that period was that, in 1916, the revised Constitution of the Association created three new Commissions to take the place of the Commission on Accredited Schools. With the increase in the number of Commissions came an increase in the activities of the Association. More persons from Indiana were thus drawn into its work. The other period was from 1945 to 1951. The increase during this latter period was chiefly attributable to the large number of high school principals from Indiana who served as members of the reviewing committees which examine the annual reports from member schools.

It is possible here to mention only a few of the more important Indiana contributors from 1895 to 1951, and to cite some of their more significant contributions. Clarence A. Waldo, then professor at Purdue University, J. W. Knight, then superintendent of schools at LaPorte; Joseph Swain, then president of Indiana University, and George S. Burroughs, then president of Wabash College, were the four Indianians who, in 1895, attended the meeting at which the Association was organized. Burroughs helped to draft the Association's first Constitution, and Waldo served as the Association's second secretary. Milo H. Stuart, then princi-

pal of Arsenal Technical High School, Indianapolis, served as treasurer of the Association from 1914 to 1922 and was largely responsible for the great increase in member institutions during that period. E. H. Kemper McComb, then principal of Emmerich Manual Training High School, Indianapolis, as treasurer of the Association from 1928 to 1937, handled the financial affairs of the organization with great care and skill when the country was in the grip of a great economic depression. George Buck, already mentioned, and Father William F. Cunningham, of Notre Dame University, served continuously as members of the Board of Review of the Commission on Institutions of Higher Education for sixteen and nineteen years, respectively. Carl G. F. Franzén, Professor of Secondary Education, Indiana University, has been prominently identified with revising the *Policies, Regulations, and Criteria for the Approval of Secondary Schools* and with developing and applying an instrument by which secondary schools in the Association are judged qualitatively. DeWitt S. Morgan, at first principal of Arsenal Technical High School, Indianapolis, and later superintendent of the Indianapolis schools, was the foremost leader from 1934 to 1942 in the work in teacher education of the Commission on Curricula of Secondary Schools and Institutions of Higher Education.

From the preceding enumerations one gathers that a substantial number of Indianians have made contributions of importance to the work of the North Central Association of Colleges and Secondary Schools. It seems probable that the geographical proximity of Indiana to Chicago, where most of the annual meetings of the Association have been held, is related to the number who have been influential in the work of the Association. It would be

most interesting to see how Indiana compares with the contiguous states of Illinois, Wisconsin, and Michigan with regard to the number of individuals who have been influential in the Association's work.

A number of Indianians have influenced the direction in which the Association has traveled. This has been particularly true with regard to the work of the Commission on Secondary Schools. In this regard, DeWitt S. Morgan and Carl G. F. Franzén should be mentioned, and also L. A. Pittenger, who was then president of Ball State Teachers College, Muncie.

In summary, then, the Indiana contributors to the work of the North Central Association from 1895 to 1951 have largely been administrative officers of colleges and universities, college and university professors of education, and other members of schools and departments of education, superintendents of local systems, principals of secondary schools, and members of the Indiana State Department of Public Instruction. Relatively few college teachers of academic subjects, and an even smaller number of high school teachers, have contributed to the work of the Association. The preponderance of administrative officers of high schools and higher institutions among the Indiana contributors to the Association is understandable. The Association is an administrative organization, whose main concern is the accreditation and stimulation of member schools. School administrators are more concerned with problems of this character than are classroom teachers.

Women from Indiana have played a conspicuously small part in the work of the Association. Four of the seven women named in the preceding paragraphs were high school principals. This small number reflects the fact that relatively few women hold ad-



ministrative positions in the schools of Indiana.

The wide variety of contributions discussed in this article is indicative of the fact that the Association, during the period in question, dealt with a considerable number of educational problems besides accrediting colleges and secondary schools.

A strikingly large proportion of the officers of the Association from Indiana, especially presidents, have been persons who, at the time when they held office, were connected with the Indianapolis public school system. When interviewed, E. H. Kemper McComb, who was one of the most out-

standing workers in the Association, felt that about the only explanation of the situation was that Indianapolis men had proved their ability and willingness to work for the Association, that their colleagues in the Association had confidence in their ability, integrity, and loyalty and consequently drafted them when they were needed. He also mentioned that the superintendents and other school authorities in Indianapolis have believed in the value of the Association and have been willing to permit interested members of their staffs to work in the Association and to have time to do so.





#### EDITOR'S NOTE

The report, *Growth in General Education*, a study of the revision of the Saint Xavier College general education program, was prepared by a committee drawn from the faculty of that institution. The study was made under the general supervision of the Subcommittee on Liberal Arts Education, of the Commission on Research and Service. It is printed in bulletin form in the QUARTERLY to facilitate possible later issuance as a separate publication.





# GROWTH IN GENERAL EDUCATION

A STUDY OF THE REVISION  
OF THE  
SAINT XAVIER COLLEGE  
GENERAL EDUCATION PROGRAM  
1945-1952

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SISTER MARIE THERESE MARTIN, R.S.M.  
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## GROWTH IN GENERAL EDUCATION AT SAINT XAVIER COLLEGE

### INTRODUCTION

THOSE who are familiar with the early beginnings of the movement toward General Education know that the pioneers were, for the most part, agreed upon the areas of content which should be included: the humanities, the biological and physical sciences, and the social sciences. But they were confronted with the problem which for many is as yet unanswered: what will serve as the integrating factor among the various areas of knowledge? Robert Maynard Hutchins proposed metaphysics as a substitute for theology, which, in line with Cardinal Newman's thinking in *The Idea of a University*, he admits is the perfect unifying force. At a meeting at the University of Notre Dame in July, 1948, Mortimer Adler suggested the possibility of a *Summa* of philosophy embodying the truths upon which man could and would agree. On the other hand, James Conant, president of Harvard University, advances the idea that the natural sciences can fulfill this function. At any rate the search is on for a unifying factor, and popular among many who reject both philosophy and the natural sciences in this function is the idealized concept of democracy.

The definitions which have been set up to answer the question "What is General Education?" are many. A tremendous number of books, pamphlets, and articles has been written on this topic in the past ten years especially. Three of the better known ones follow.

The first is from the booklet *A Design for General Education*, a publication of the American Council on Education.

\* General Education refers to those phases of non-specialized and non-vocational education

that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society.

The famous report of the Harvard Committee states that as a whole education seeks to do two things: to help young persons fulfill the unique particular functions of life which it is in them to fulfill, and to fit them so far as it can for those common spheres which, as citizens and as heirs of a joint culture, they will share with others.

Earl McGrath, in *Towards General Education*, defines it as

That which prepares the young for the common life of their time and their kind. It includes the fund of knowledge and beliefs, and the habits of language and thought which characterize and give stability to a particular social group. It is the unifying element of a culture. It prepares the student for a full and satisfying life as a member of a family, as a worker, as a citizen—an integrated and purposeful human being.

You will note that all three of these definitions have certain points in common. They seek a unified body of knowledge which will enable men to live not only a satisfying personal life but will also prepare them to work together for the common good.

The definition of General Education which the faculty at Saint Xavier College finally adopted was the result both of experience and prolonged consideration.

General Education as defined by Saint Xavier College is that common fund of knowledge, understandings, techniques, and skills which when integrated with Catholic principles enables the student to interpret reality.

The clause, of course, which distinguishes our definition from the other three is "which when integrated with Catholic principles." The whole question of this integration with Catholic

principles is tied up with the function of our theology and philosophy program in our total educational pattern.

From its opening in 1916 until 1934, the College was a typical liberal arts college. Requirements for a degree were few, with much being left to the free election of the student. The changes which were being made in the curriculum at the University of Chicago influenced the thinking of the administration and faculty at Saint Xavier's. A program of general and divisional education was launched in 1934 on two levels under the direction of Sister Mary Camillus, R.S.M., who served as Director of General Education from 1935 to 1939. The lower level program, covering the first two years, included Freshman English and four general courses in the areas of the biological, physical, and social sciences, and in the humanities. Two sequences of three courses each and two electives were part of this lower level program. Courses on the upper level were grouped into four divisions: The Division of the Exact and Experimental Sciences, the Division of General Culture, the Division of the Social Sciences, and the Division of Philosophy and Religion.

This was indeed a period of evolution in the College. The content of the general courses had to be determined, faculty procured to teach them, and facilities provided to administer and to evaluate them. For the most part the general courses were of the survey type and highly factual. The Division of the Social Sciences developed its own syllabus right from the beginning. The syllabi from the University of Chicago were adapted, however, for the other general courses—in the natural sciences and in the humanities. Within two years the faculty in the biological sciences had developed its own syllabus.

In the beginning each of the general

courses was taught by several members of the department. Experimentation proved, however, that one or two instructors could effect a more unified presentation.

The development of the comprehensive examinations was, of course, another big task. For several years we used the same English qualifying examination as the University of Chicago. In the other areas we developed our own comprehensive examinations, placing rather great emphasis upon factual information.

The change in the program required, also, certain modifications in the administrative set-up, particularly in the registrar's office. During this period our guidance program was amplified and developed.

The evils of individualism had certainly invaded the colleges—the elective system and the departmentalism which characterized practically all colleges, including Catholic ones, are proof of this fact. Faculty members, too, tended to be individualistic in their attitudes. It was not easy for the faculty, whose own training was highly specialized, to adjust immediately to a philosophy of education which by its very nature requires a high degree of thinking in terms of the whole program in order that the desired integration may be effected.

One of the first problems which occupied our attention about 1940 was that of the position of religion and philosophy in the total program. Our catalog at that time carried a description of a fifth general course—a General Introductory Course in Religion and Philosophy—which had been tested and had been thought to be unsuccessful. The idea that this course should be the integrating factor in the General Education curriculum was there; but the content of the course had not been developed, nor did we, at that time



have anyone on the faculty trained to develop such a course. Three members of the faculty were sent to confer with Rev. Bakewell Morrison, S.J., head of the department of religion at Saint Louis University, on the subject matter to be included in this general course. The outcome of this two weeks conference was the development in the following year of a general course in religion and philosophy which was taught to the freshmen in the College from 1942 to 1945. At the same time the religion program in the College was augmented to include a one year course in Scripture for the sophomores, while the juniors and seniors took alternately a course in the Commandments and one in the Sacraments with particular emphasis on marriage. Three courses were also required in philosophy: ethics, psychology, and one other elected philosophy.

In 1945, when we joined the Liberal Arts Education Study sponsored by the North Central Association, and attended the first summer workshop, there was dissatisfaction on the part of the faculty both with some of the general courses and with the religion program. Criticism of the program in General Education seemed to culminate in these points: the general courses were too extensive, resulting in superficiality; too factual, placing too much emphasis upon content and not enough upon securing desirable attitudes; and not sufficiently correlated with one another, a fact which permitted both unnecessary overlapping and omission of necessary material. In 1945 then, the faculty under the leadership of a committee undertook to revise the program of General Education. A series of forums, conducted by members of the English, social science, humanities, and philosophy and religion staffs, provided for the entire faculty a total picture of the General Education set-up,

its merits and its weaknesses. Simultaneously, the Committee met weekly at two hour sessions to synthesize the forum findings, to formulate new or to modify earlier objectives, and to draw up an experimental program adapted to the attainment of those objectives. As a result of these meetings, the revised statement of purpose for the General Education Program and a list of objectives for General Education were drawn up. (See p. 378.)

The achievement of the various objectives required ruthless elimination of content. New general courses in communication, social science, humanities, and physical science, and a modified form of the course in biological science have been taught since 1946. The approach to the general course in communication is that it, too, is an integrating factor in the total program—a tool for all the disciplines. An effort has been made in all of these courses to teach content in terms of specific problems. They aim beyond mere assimilation of facts. By encouraging critical thinking on the part of the student, the courses aim at the development of certain definite abilities and attitudes. We were here confronted with the problem of making certain that in encouraging our students to think critically, we were encouraging them to think in the light of both immediate and ultimate principles.

Discussion of these general courses had stimulated frequently the question of just how their integration with Christian principles could best be accomplished. Until this question was definitely clarified, it seems as if no real unification of the program was possible. In September of 1945, with the assistance of Rev. William Barron, O.P., who had joined our faculty, we developed a course in theology from the Freshman course in religion and philosophy, and during the year worked

toward a four year program in theology and philosophy, for the entire college. In the spring faculty meeting of 1948 the program in theology and philosophy was formally incorporated into the curriculum of the College after three years of experimentation. The students meet two hours a week during the entire four years for theology, and in addition take three courses in philosophy: logic and psychology as part of their general education, and a third course, metaphysics, or the history of philosophy, for students whose field of concentration is the humanities or the social sciences; cosmology for those students working in the exact and experimental sciences. Running through the entire four years, this program in theology and philosophy provides an immutable basis of criteria for the content of the other areas of learning. Its integrating function is clear in its statement of purpose:

The purpose of the course in theology is to provide the student with a mature understanding of the Catholic faith concerning God, *and of all other things in their relation to Him.*

Following the logical plan of the *Summa Theologica* of Saint Thomas Aquinas, the course proceeds scientifically according to the order of the subject matter. Each problem is viewed in its proper perspective, that is in relation to the whole science and also in relation to the parts of the science. In other words, the content of this course is not a group of unrelated problems, but rather a lucid exposition of Catholic faith and morals developed in perfect scientific order. The new course in theology is not the profound and detailed course that is taught in seminaries, but rather is adapted to the ability and needs of college women.

In evaluating our fundamental approach to the education of young women, we are using as our basis of criteria the objective of Christian educa-

tion as explained by Pius XI in his encyclical letter on the education of youth:

The true Christian, product of Christian education, is the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason, illumined by the supernatural light of the life and example of Jesus Christ.

In introducing into the curriculum the *Summa Theologica*, the synthesis of faith and reason, we believe that we are making available to our students a knowledge of ultimate principles in the light of which they should be able to make their decisions. By changing our approach in the general courses from emphasis on the factual to emphasis on problems, we believe that we are providing our students with opportunities to make decisions on immediate problems in the light of both immediate and ultimate principles.

Many of our efforts during the past four years have been directed toward devising techniques of evaluation for the new courses. Comprehensive examinations designed to test critical thinking had to be constructed. One of our main projects has been the compilation of an examination in general education and one to test reactions involving emotions. It is with our efforts in these areas that the report which follows is mainly concerned—this report which is so definite a proof of the faithful zeal and diligence of our North Central Study Committee. It is not a finished document in the sense that it describes a work completed. It is rather the story of efforts made and of progress too, we hope, in spite of the fact that the conclusions drawn are in certain instances admittedly tentative.

In our efforts to revise our educational program, we are aiming professedly at a high ideal of integration. In accounting for the final result, however, we must consider in addition to



the data which the techniques of evaluation provide—and the Committee concurs in this—three other important factors: the other-than-school influences which have helped to form the student, the principle of self determination or free will of the student herself, and the grace of God. If our examinations show at the end of two or four years—and it would seem that they do—that the student has apparently developed power in forming judgments “according to right reason in the light of the teaching and example of Christ,” we believe that we can validly assume that we have had a share in this development. Consideration of all these factors prevents the setting of an impossible goal—that of evaluating absolutely the effect of the educational program upon the student.

Members of our North Central

Study Committee have found the Workshops a stimulating influence each summer. The friendly and encouraging counsel of The Workshop Staffs, and especially of Dr. Clarence Lee Furrow, Director of Study, Committee on Liberal Arts Education, has been a real factor in the development of the study on our campus.

Under the leadership of Dr. K. Lucille McCluskey and Sister Marie Therese, R.S.M., the North Central Study Committee has made a genuine contribution to our program. It was due to their persevering labor on this project, carried on in addition to a full teaching load, and to the generous co-operation of participating faculty members that the study has reached its present point.

SISTER MARY JOSETTA, R.S.M., *Dean  
St. Xavier College, Chicago*

## GROWTH IN GENERAL EDUCATION

THIS REPORT is a chronological account of the North Central Association Study made by Saint Xavier College of its general education program, from the inception of the study in 1945 until the present. The study began in response to an invitation extended in February, 1945, by the Committee on Liberal Arts Education of the North Central Association to participate in its project. The Committee gave the following direction to the participating colleges: "It is assumed that every institution entering the study will have a genuine interest in analyzing and improving its program and will share its discoveries with other cooperating institutions." In accordance with the responsibility implied, Saint Xavier College wishes to report the progress of this study and to share the findings

with other member institutions.

Before the opening of the North Central Association Workshop in Higher Education at the University of Chicago in 1945, which was the formal initiation into this group, several of the faculty met with the Workshop representative to pool questions and suggest problems that might become the basis of the Saint Xavier College study. Many of the questions raised centered around the existing general education program. These questions seemed to indicate that the problem paramount at that time lay in this area.

At the closing session of the Workshop the following abridged report, which represents the work accomplished during the session, was presented.



# THE REPORT OF THE SAINT XAVIER COLLEGE PROJECT

North Central Association Workshop  
in Higher Education

The University of Chicago  
Summer, 1945

## *Problem*

To analyze the Saint Xavier College program of general education with the two-fold purpose of evaluating and improving it.

## *Outline*

I. The faculty of Saint Xavier College is cognizant of the fact that certain aspects of its general education courses are unsatisfactory.

- A. They are too specialized in their content.
- B. They are not sufficiently integrated either within themselves or with one another.

II. A plan for remedying certain weaknesses has been decided upon.

A. A retrospective survey of the general education program during the ten years it has been in effect will be presented at a faculty meeting early in September, 1945.

B. A series of faculty forums will be presented for the immediate purpose of surveying the program and for the ultimate purpose of the evaluation and improvement of it. Forums dealing with the general courses in social science, biological science, physical science, humanities, theology and philosophy, and freshman English are to be conducted by the faculty responsible for these courses.

III. The faculty will pool both the results of their experiences and their ideas in an orderly, purposeful way.

IV. The committee anticipates the following outcomes:

- A. Interest in the improvement of the program should be stimulated in a majority of the faculty.
- B. Constructive suggestions for the improvement of the general courses should result.

## THE FACULTY FORUMS

With the opening of college in the autumn of 1945, the faculty began a series of meetings, spaced at intervals of about three weeks, to carry out the plan outlined under Point II above. This series of meetings was opened with a survey of the general education program of the previous ten years. This meeting was followed by six others devoted to forums in English, theology and philosophy, social science, physi-

cal science, biological science, and humanities, referred to at that time as general culture.

Summaries of these forums are presented below preceded by a brief history of the Saint Xavier College general education program prior to 1945.

## *Brief History, 1916-1945*

From the year of its opening in 1916 until 1935, Saint Xavier College had the traditional departmental system but exercised some supervision over the elective-system privileges. The opinion became prevalent that this program fell short of achieving desirable educational goals. Therefore, in 1935 there was introduced a program of general education for the first two years and a divisional plan for the last two years.

The general education program was developed around the following five basic courses: English, physical science, biological science, social science, and general culture. These courses were of the survey type, and the content was divided into sections comprising the disciplines of the area. The physical science course, for example, began with a section on mathematics followed in order by sections on physics, astronomy, chemistry, and geology. The content material of these sections contained many of the basic concepts and principles presented in the beginning courses in these sciences. Individual laboratory work was not a feature of this course, though class demonstrations were used.

Each of the five basic courses continued through two consecutive quarters and carried six and two-thirds semester hours of credit. At first each course was taught by several instructors who had specialized in the various

disciplines of the course; later, one instructor was held responsible for the entire course. After a ten-year period (1935-1945) with this program, certain dissatisfactions were apparent. Because of these the present study was initiated.

### *Summary of the English Forum*

The English staff began the forum series with an analysis of the development of the courses in composition. In spite of experimental projects in sectioning based upon a careful testing program, of attempts to adapt instruction to varying abilities, of exposure to various types of expository writing, and of guidance in creative writing for some students, each staff member was firm in her opinion that the objectives could not be attained in two quarters of work in English. If three quarters could not be given to the work, the staff recommended that the course run through the academic year without increase in the number of instructional hours so that the time required for the reading and writing experiences of the composition courses might be more conveniently distributed. Furthermore, the students might remain more alert to the communication activities of the other courses in the curriculum. The ultimate objective of the courses was then, as now, effective communication. The immediate aim was that the courses be of use to the student in the communication activities of the other courses.

*English 101* and *102*, the courses offered, stressed accurate reading and clear, well organized writing. Both emphasized the analysis and synthesis of articles representative of the kind and of the difficulty of the subject matter in the other courses. *English 101* stressed reading-writing devices such as note-taking, outlining, summarizing, epitomizing, etc., with con-

siderable emphasis on organization. Students were trained in the use of the library, in functional grammar, and in effective sentence construction. The course emphasized the writing of short articles. The second course, *English 102*, was more advanced. Among other things it attached considerable importance to diction, including semantics, and to further use of the library. The documented expository article, requiring the synthesis of material from several sources and demonstrating logical organization and clear writing, was also emphasized.

Since both *English 101* and *102* were primarily reading-writing emphasis courses, the staff believed that with these courses as instruments, it could not realize its ultimate objective, *effective communication*. It believed that the courses should be concerned with the integration of the four processes of communication and that more specific emphasis should now be put upon speaking and listening than had been given during the past ten years.

In spite of the time and effort given to the multi-source expository essay, the staff judged that both the approach and the topics selected failed to encourage the kind of thinking from which the four processes of communication should stem. Through the preceding ten years the English staff had made a special effort to integrate its courses with those in the social sciences. Both the English and the Social Science staffs agreed (1) that the freshmen should work with problems of which their experiences had made them aware, and (2) that methods should be developed for the understanding and the solution of the problems.

The staff further recommended that laboratory facilities with up-to-date equipment be acquired. It also urged the cooperation of every division in re-



quiring students to apply the skills emphasized in the freshman English courses.

### *Summary of the General Culture Forum*

With the introduction of the general education program at Saint Xavier College, the course in general culture was built around the objective, "to acquaint the student with the major achievements in literature, art, music, philosophy, and history, and to provide a basis for intelligent appreciation of the cultural and social aspects of western civilization." The course, which was presented from the chronological approach, encompassed such a vast amount of material that it was encyclopedic in nature. It was soon recognized that the objective was too comprehensive. In order to narrow the objective, emphasis was shifted from history to literature and fine arts. Although during the previous ten years much of the original material had been eliminated, the staff still felt that too much factual content remained. It was convinced that the best approach to the study of the humanities could be made by an intensive study of the basic principles and selected types of the arts.

The division asked that a greater proportion of time be allotted to the course in general culture, or, as an alternative, that the present number of instructional hours be distributed over the entire academic year in order that students might have more time for reading and for utilizing the various cultural opportunities in the Chicago area.

Lack of equipment such as special auditory and visual aids and the like was cited as a hindrance to the achievement of the desired objectives of this division.

### *Summary of the Biological Science Forum*

The faculty in the field of biological science was aware that the individual branches of science are not academic entities to be presented to the students in isolated fragments. In the presentation of the general course in the biological sciences, which is a study of plant and animal phyla, evolution, the structure and functioning of the human organism, the mechanism of genetics, the interaction of environmental factors upon living things, and the biographies of important contributors to the science of biology, there was considerable emphasis upon basic factual information.

The presentation of this large amount of subject matter was by the lecture-demonstration method. Such visual aids as flora and fauna displays, charts, models, lantern slides, motion pictures, and microprojection of slides were used freely. Experiments which demonstrated some biological processes were performed, but the experimental method was not a feature of the course.

### *Summary of the Physical Science Forum*

Early in January, 1946, the physical science faculty, by means of its forum, continued the survey of the general education program. This group stressed the value of the materials and experiences of the physical sciences in the development of logical thought, but expressed the conviction that systematic training in thinking could not be satisfactorily achieved in a course so extensive in scope and so unintegrated as was the present one. (A statement regarding the organization and content material of this course is given earlier in this report. See page 364.)

The lack of mathematical skills on the part of the freshmen was cited as a

serious drawback to the attainment of the desired goals. A course in fundamental mathematics was recommended for most freshmen. Lack of student participation in laboratory work was considered a weakness of the course, since it was believed that personal experience in experimentation can be a definite aid in the study of the physical sciences.

### *Summary of the Social Science Forum*

The members of the Division of the Social Sciences considered the revision of the general course necessary. The course, as it was taught from 1935 to 1945, was divided into the areas of economics, sociology, and politics. The first part of the course considered the changes which had taken place and were taking place in economic society. It attempted to show how ideas and traditions, as well as science and invention, had changed an agricultural society into an industrial one. The second section of the course was given to the study of sociological problems. The students studied the changes that had taken place in the family, in education, and in religion. The third part of the course analyzed the effects of the rise of modern industry upon the political phase of group life. The rapid changes taking place in governmental theory and action, and the rights and obligations of nations in their international relations were subjects of study.

To eliminate the artificial barriers set up by this division of the course, the faculty of the Division of the Social Sciences recommended that an integrated course in the social sciences based on the needs of the students, the facilities of the institution, and the resources of the local community be offered.

Further recommendations were (1) that the instructors in this field have a

background in theology and philosophy; (2) that the works of the best authors in the area of the social sciences be utilized in the reading assignments; and (3) that the students apply their theoretical training in gradually expanding social areas.

Because of its conviction that general education better prepares the student for professional work than does any pre-professional training, the faculty of the social sciences considered general education a vital part of any college program.

### *General Summary of the Forums*

An analysis of the forum summaries revealed that no one was completely satisfied with the general education program at Saint Xavier College.

The analysis showed (1) that there was no unanimity as to what are the essentials of a good general education program; (2) that the amount of material in the courses was overwhelming; (3) that the objectives were too numerous to be achieved; (4) that the present organization of courses did not effect the integration essential in critical thinking; and (5) that even when the courses seemed reasonably satisfactory as preparation for later specialization, they were primarily information courses.

Through intensive study and discussion, the faculty had become more actively aware of the objectives common to all divisions in the general education program and realized that the work of developing a more integrated program of general education should be a matter of concern for all.

At the close of these forums a committee composed of a faculty member from each of the areas represented in the general education program was appointed by the Dean. The first directive sent by the chairman of this committee to its members follows.



*The Chairman's Directive*

February 25, 1946

The committee appointed in connection with the general education study has been assigned the task of planning a workable curriculum for a general education program to be based on suggestions, ideas, and criticisms of the faculty as a whole.

In order that each member of the faculty have an opportunity to participate actively in this program, I am asking that the chairmen of the divisions call a divisional meeting before March 15 to prepare a report to include the following:

1. A list of courses recommended by the respec-

tive divisions for the general education program.

2. An outline of suggested changes in the present courses together with a plan for practical operation, if these courses are considered satisfactory as a foundation for a general education program.
3. A plan for the introduction of new courses or the elimination of present courses.
4. An opinion on a foreign language requirement as a part of a general education program.
5. Other suggestions.

*Signed*

*Chairman, North Central Study Committee*

## FACULTY REPORTS FOLLOWING DIRECTIVE OF FEBRUARY 25, 1946

February 25, 1946

### *Report from the English Staff*

March 11, 1946

The following suggestions were made by the English staff:

1. *English 100*, now a non-credit course, should be discontinued; it should be replaced by a credit course emphasizing the fundamentals of communication.
2. *English 101* and *102*, the present composition courses, should be reorganized and supplemented on the basis of the processes of reading, writing, speaking, and listening.
3. The courses should form a sequence and should run through the academic year, whether with or without increase in the number of instructional hours.
4. A period a week should be given to speech with a specialist in the area, but training in speaking should not be a separate entity nor by any means be confined to one period.
5. Laboratory facilities would be conducive to the realization of the objectives.
6. The courses should emphasize problems of which students are aware either from life situations or from the reading experience of their substantive courses. Methods for solving or understanding the problems should be developed by the English staff in cooperation with other faculty members.
7. The staff desires that the faculty require students to apply the skills emphasized in the Freshman composition courses.
8. The sequence of courses—*Introduction to Poetry 103*, *Introduction to Drama 104*, *Introduction to Fiction 105*—should be retained in the general education program.
9. A foreign language requirement should be a part of the general education program.

### *Report from the Division of Exact and Experimental Sciences*

March 11, 1946

The Division of Exact and Experimental Sciences is composed of biology, chemistry, physics, and mathematics.

1. A List of Courses Recommended for the General Education Program
  - a. The biology staff recommends a course

- basically similar to the present one, and wishes to retain Biology 101, 102 and 103 (general zoology, botany, and physiology).
- b. The chemistry staff recommends a course in physical science basically different from the present one.
- c. The mathematics staff recommends one year of college mathematics.
2. An Outline of Suggested Changes in the Present Courses with a Plan for Practical Operation
  - a. The biology staff makes no recommendations for changes in the present course.
  - b. The chemistry staff prefers to develop a new course rather than to modify the present one.
3. A Plan for the Introduction of New Courses or the elimination of the Present Courses  
The mathematics staff recommends that a general course in mathematics be a part of the general education program.
4. An Opinion on a Foreign Language Requirement as a Part of the General Education Program
  - a. The biology staff recommends a foreign language requirement as a part of the general education program.
  - b. The chemistry staff recognizes the advisability of a foreign language requirement above the college entrance one for most students, but does not see how it could be made a part of the general education program. Perhaps a language might be required on the upper level.
  - c. The mathematics staff suggests that two years of a foreign language be required of all students, but this requirement need not be a part of the general education program. It could be met at any time during the four years.

### *Report from the Division of General Culture*

March 13, 1946

The following suggestions were made by the general culture division:

1. That educational guidance be made a definite part of the general education program and that such guidance be in the hands of a committee or, preferably, in the hands of a single full-time director.
2. That revision of the curriculum be accomplished by slow and careful procedures with the purpose of the year's work in mind;



namely, that the revision be based upon the re-evaluation of the present courses and that no drastic changes be made.

3. That any major changes in the curriculum be subject to faculty approval expressed through voting.
4. That no new courses need be added to the general education program.
5. That the general courses in the biological and the physical sciences should be reorganized to form one general course in the natural sciences and thus eliminate much of the technical content. This reorganization would permit a much needed quarter for freshman composition.
6. That the general courses should be extended over a longer period of time so as to allow for more extensive reading and better assimilation.
7. That sectioning of the students in the general courses according to their ability would lead to more satisfying results.
8. That a foreign language should be a part of a general education program.

### *Report from the Division of Social Sciences*

March 14, 1946

At a meeting of the staff of the Division of the Social Sciences the following conclusions were reached:

1. That any reorganization of the general education program is satisfactory to this division provided that:
  - a. The integrity and scholarship of the advanced education program be safeguarded.
  - b. Certain policies be definitely stated and understood by the administration, faculty, and student body with regard to:
    - (1) Aims of the general education courses.
    - (2) Study-work programs.
2. That the general introductory course in social science be taught by a member of the social science staff, even though this arrangement necessitates limiting the number of the courses taught on the advanced education level.

### *Clarification of the Issues Raised by the Divisional Reports*

At the next meeting held on March 20, 1946, the committee discussed these divisional reports. Not much progress was made because it was evident that there was no general agree-

ment of the faculty on the scope and the aims of general education nor upon the methods of meeting the criticisms set forth in the forums. This lack of agreement centered around the following questions:

1. Should theology and philosophy be limited to the general education program or should it be a part of the total college program?
2. Should a foreign language be included?
3. Should beginning courses in the various areas be considered material for a general education program?
4. Should the general education program be limited to the five basic courses (the general courses in social science, physical science, biological science, English, and the humanities)?
5. Should the existing general courses be patched up and made over, or should entirely new courses be developed in order to eliminate acknowledged dissatisfactions?

Since the North Central Association coordinator was to visit the College on March 25, 1946, it was agreed that some of these problems should constitute the agenda for that meeting. On March 22, 1946, the committee met and prepared the following agenda:

### SUGGESTED AGENDA FOR MEETING WITH THE NORTH CENTRAL ASSOCIATION COORDINATOR ON MARCH 25, 1946

1. A short review of what the faculty has accomplished in the six forums.
2. A short review of the work of the committee to date.
3. Questions to be submitted to the coordinator:
  - a. Is there any concrete way of evaluating general education programs built around general courses in the field of humanities, natural science, and social science to determine whether they contribute more to the student's education than do the more conventional programs which use the beginning or introductory courses in these disciplines?
  - b. Is it possible in an institution to carry on a pattern of general education combined with special education during the thirteenth and fourteenth years, or are the underlying philosophies contradictory?
  - c. What is the place of foreign language in general education?

- d. Should other courses such as a beginning course in biology be included in general education?
- e. What seemingly effective procedures have colleges used to secure integration within an institution?
- f. Have you observed some unusually effective means of integration of English composition with other subjects in general education?

The meeting of the committee on April 5, 1946, marked a turning point in the method of approach to the study of our problem. The faculty forums, committee discussions, professional readings, educational meetings, such as the 1946 North Central Association meeting, and the coordinator's visit were some of the experiences that influenced the change in our thinking. The committee meeting closed with the unanimous agreement that the first step to be taken was to establish ob-

jectives for a general education program which would meet the needs of the students of Saint Xavier College. The next directive sent to the committee members follows.

### *The Chairman's Directive*

April 9, 1946

To the members of the North Central Study committee:

There will be a meeting of this committee Friday, April 12, 1946, from 1:00 to 2:15 in Room 316. The next work of this committee is to formulate objectives for our general education program. In preparation for our next meeting will you please bring a *written* list of objectives that you feel should be included? From these it may be possible to formulate objectives which we may later use as the basis of our general education program.

Signed \_\_\_\_\_  
*Chairman North Central Study Committee*



## PART I. STUDY OF OBJECTIVES OF THE GENERAL EDUCATION PROGRAM

In response to the directive above, lists of proposed objectives for general education were submitted by the committee members. The lists follow:

### *Set I*

1. Integrity of personal character, stressing responsibility.
2. The right civic and social attitudes toward democratic ideals.
3. The realization of the good life as it is guided by Catholic theology and philosophy.

### *Set II*

1. To contribute toward both a liberal and a specialized or professional education.
2. To attain a certain fund of knowledge and understandings that would serve as a common denominator for good citizenship.
3. To become acquainted with the basis for a good health education.
4. To acquire certain skills and abilities:
  - a. Communication skills.
  - b. Mathematical skills.
5. To stimulate and guide the thinking of students in the various areas of learning:
  - a. Science—to train the student to interpret the natural phenomena of her surroundings and to understand the impact of science on society through the acquisition of scientific knowledge and skills.
  - b. Other areas of learning.

### *Set III*

1. To prepare the student in the lower biennium for work in the divisions.
2. To provide experiences which will guide the student in choosing her vocational field and which will be an aid to her in developing natural abilities.
3. To establish a wider scope of information and a deeper comprehension of the various areas of knowledge.
4. To develop leadership, character, and devotion to Christian ideals.

### *Set IV*

1. Students should, at the end of the first two years of college work, be able to demonstrate:
  - a. Ability to speak and to write correctly on topics of interest to themselves and others.
  - b. Mastery, at a college level, of a special vocabulary in each of the subject matter fields of study.
2. Students should, at the end of the first two years of college work, have acquired the fol-

lowing specific skills:

- a. Communication skills.
  - b. Study skills suited to the intelligence and needs of the students.
  - c. Library skills sufficient to enable students to find and to use reference material intelligently.
3. Students should, at the end of the first two years of college work, have developed an appreciation of:
    - a. The obligation of serving society according to professional and ethical standards developed in different classes.
    - b. Opportunities afforded in a college such as Saint Xavier College.
    - c. Their Christian heritage.
  4. Students should, at the end of the first two years of college work, possess the attitude of:
    - a. Responsibility to society, the Church, and the college.
    - b. Independence in planning and executing some type of creative work.
    - c. Loyalty toward school.
    - d. Suspended judgment.

### *Set V*

1. To bridge the gap between the education received in the secondary school and the special education of the field of concentration.
2. To lay the foundation for graduate study.
3. To furnish, in part, the education which every citizen should have outside of his vocational training.

### *Set VI*

1. Integrity of personal character, stressing responsibility.
2. The right civic and social attitudes toward democratic ideals.
3. Esthetic sensitivity.
4. Scientific sensitivity.
5. Realization of the good life as it is guided by Catholic theology and philosophy.
6. Intelligent communication through versatility in the use of the language.

The next three meetings of the North Central Study Committee were given to a study of the proposed objectives that had been submitted. Finally on May 16, the committee met in an all-day session to formulate the objectives. A report of this meeting follows.

<sup>1</sup> Adapted from Stewart G. Cole, *Liberal Education in a Democracy* (New York, 1940), pp. 48-68.

REPORT OF THE NORTH CENTRAL  
STUDY COMMITTEE MEETING

The North Central Study Committee met Thursday, May 16, 1946, for an all-day session. All members were present. After considering the objectives previously submitted, the committee formulated a definition of general education and agreed on five basic objectives. The definition and the objectives follow.

*Definition and Objectives of the  
General Education Program*

*Definition:* General education as defined by Saint Xavier College is that common fund of knowledge, understandings, techniques, and skills necessary for active participation in a free society, which, when integrated by Catholic principles, enables the student to interpret reality.

*Objectives:* The following objectives reveal specifically the content and the outcomes of those courses through which this general education is obtained.

1. Development of effective and intelligent communication through acquiring the basic skills of reading, writing, speaking, and listening that will enable the student to understand her fellowmen and to cooperate with them.
2. Interpretation of certain physical phenomena of surroundings and some applications of physical science to society through the study of energy and equilibrium, and the use of the scientific method.
3. Development of critical thinking on a limited number of social problems and the ability to make a choice of belief or action on the basis of ultimate values.
4. Cultivation of sensitivity to and intelligent appreciation of esthetic values, resulting in an awareness of environmental cultural opportunities through a study of selected masterpieces in literature, music, and art.
5. Interpretation of certain biological concepts and their application to daily living through the study of selected problems.

During the afternoon these questions were raised:

1. If we adopt these objectives, what courses have we that will develop the desired behaviors?
2. Shall we leave the general courses as they are or modify them?
3. Might the objectives be reached more effec-

tively if the present general courses were laid aside and new courses devised on the basis of the objectives?

4. How much time should be allocated to the general courses?
5. How shall we evaluate the present courses in general education in terms of the new objectives?

Signed \_\_\_\_\_

*Secretary, North Central Study Committee*

After the formulation of the objectives, the committee discussed means of implementing them, and reached the following decisions.

1. The general education program should be built around five general courses in biological science, physical science, social science, communication, and the humanities. Although each one of these general courses would be principally responsible for achieving one of the objectives, each should contribute toward all of them. Each of these general courses would extend through two consecutive quarters carrying six and two-thirds semester hours of credit. The courses in physical science and communication would begin in the first quarter of the freshman year since it was believed that these courses emphasize basic skills necessary for the integration of the other general courses.
2. A foreign language should not be required.
3. Theology and philosophy should not be a part of the general education program since the study is continued through the whole four years.
4. The general education program should be completed by the end of the sophomore year.

TENTATIVE PLANS FOR THE NEW  
GENERAL EDUCATION COURSES

It became evident to most members of the committee that the general courses, as they then existed, could not be revised in a manner to achieve the objectives sought. The revision would require a complete change. New courses should be developed to effect the objectives formulated for the general education program. They should (1) be limited in scope and content in order that a more penetrating study might be made of the problems chosen; (2) be designed so as to place the emphasis upon the ability



to use facts, rather than to accumulate facts; (3) be correlated and integrated not only within the various disciplines of the course but with one another.

#### *Physical Science Course*

Within this framework, tentative plans for two new courses (physical science and social science) were drawn up. At the committee meeting on May 29, 1946, a topical problem plan for the development of the physical science course was presented by means of a chart. This plan sketched the development of the topic *Energy*, and the means for the integration of different phases of that topic with the general courses in social science and communication.

#### *Social Science Course*

The social science staff presented a tentative plan for a new course based on the objective, the development of critical thinking on a social problem. An example of a social problem, *Problems of American Life*, was submitted.

The manner in which this social problem could be an instrument for the integration of social science with theology-philosophy, biological science, communication, humanities, and physical science was demonstrated. The meeting closed with the decision that faculty action on the plan for the revision of the general education program was necessary.

All of the members of the faculty were invited to attend the final meeting of the North Central Study Committee for the academic year 1945-46, held on May 31, 1946. The Chairman reviewed the work done by the committee during the year. The tentative plans for new courses in physical science and social science were presented. No opposition was offered by the faculty in attendance. Two faculty members from each of the staffs in the physical and the social sciences were then commissioned to develop these new courses for use during the coming year. The faculty members were released from teaching responsibilities during the summer session to work on the project.

## PART II. THE REVISION OF THE GENERAL COURSES STUDY, 1946-47

The new general courses in communication, physical science, social science, and a modified form of the biological science course were presented for the first time during the academic year 1946-47. The new general course in humanities was organized in the summer of 1947 by a group of three faculty members released from reaching responsibilities. The course was given during the following academic year.

The following summaries indicate briefly something of the content, organization, and presentation of each of the courses offered in the general education program.

### *Summary I: The General Course in the Physical Sciences*

Since the main objective of the general course in the physical sciences is to develop understandings basic (1) to the use of the scientific method; (2) to the interpretation of certain physical phenomena; and (3) to the application of physical science to society, the topic, *Energy and Equilibrium*, was chosen for the general theme of the course. It was believed that this subject matter would provide the kind and number of problems needed to develop the behaviors of understandings, skills, and attitudes set down as goals for the course. It was also believed that this subject matter would allow integration not only with the areas of communication and biological science but also with social science.

In order that this integration be effective, faculty members from the humanities, social sciences, and biological science met with the physical science staff to discuss what contribution was expected of the physical science course as a necessary background

in the development of courses in these other areas. The presentation of the physical science course precedes all the other general education courses, except communication which is taken concurrently, because it is believed that certain fundamental principles and techniques of the physical sciences contribute to a better understanding of the biological and social sciences.

In the physical science course the various forms of energy from heat and light to nuclear energy are studied in the chronological order in which they were first used by man. No attempt is made to divide the course into the usual divisions of physics, chemistry, mathematics, geology, and astronomy. Material is drawn from all the areas of the physical sciences as the problem requires. An abridged outline, given below, of one of the problems of the course will clarify the preceding statement. In this problem it is evident that all disciplines of physical science are involved in arriving at the most logical solution to this problem with the data now available.

*Problem I.* What is the probable source of the sun's heat?

In attempting the solution of this problem consider the following:

- (1) All of the artificial sources of heat available on earth.
- (2) Whether any of these methods of producing heat on the earth are applicable to the sun.
- (3) The probable age of the earth.
- (4) The age of the sun with respect to the age of the earth.
- (5) The equivalence of matter and energy.
- (6) The theories that have been advanced for the source of the sun's heat.
- (7) The data available. (Decide which data substantiate and/or discredit these various theories.)

*Equilibrium* is presented as a state



or condition in which opposing forces are balanced. The tendency to balance opposing forces is present in biological, chemical, social, economic, and political situations. Examples of these equilibria are analyzed.

The *scientific method* is presented, not as a sort of hopper into which a problem is dropped and the solution cranked out, but as an orderly procedure one follows in attempting to solve a problem. It is unimportant whether the problem is a personal one, a scientific one, or a social one; the solution techniques follow the same orderly pattern. The scientific method probably finds its greatest usefulness in the solution of problems in the physical sciences, since limitations are imposed upon it in dealing with problems, for example, of a social nature; yet, if the scientific method is faithfully followed, it should develop orderly patterns of thinking which may be followed in the solution of other problems. The scientific method involves certain steps or techniques and certain concomitant mental behaviors called "scientific attitudes."

The physical science course is accompanied by some fifteen laboratory experiments which the student carries out independently and which have been chosen because each illustrates some characteristic property or principle associated with the various forms of energy. Considerable attention is given to effective writing of the laboratory reports. The course requires selected readings, and the laboratory and classroom work is supplemented by sound films and film strips.

The following behaviors are expected as a result of the course:

1. Expected understandings.
  - a. Of a certain number of ideas, principles, laws and theories necessary to interpret (1) some of the physical phenomena of one's surroundings, and (2) some important scientific discoveries.

- b. Of the role and function of physical science in society.
  - c. Of the meaning, use, and limitations of the scientific method.
  - d. Of the scientific vocabulary and symbolism necessary for the course content.
2. Expected abilities:
  - a. To recognize and to define problems.
  - b. To apply scientific principles to new problems.
  - c. To use the scientific method in the solution of problems.
  - d. To test hypotheses through experiment.
  - e. To make observations.
  - f. To make simple measurements, to record, and to organize data.
  - g. To draw conclusions from data obtained.
  - h. To read charts and graphs, used to collect, organize, and coordinate data.
  - i. To read intelligently scientific literature written for the non-scientist.
  - j. To make simple calculations.
3. Expected attitudes:
  - a. Of sensitivity to problems.
  - b. Of accuracy.
  - c. Of intellectual honesty.
  - d. Of critical-mindedness.
  - e. Of open-mindedness.

At the completion of the physical science course a three-hour comprehensive examination is given which tests the following subject matter items:

1. Application of the scientific method in solving a physical science problem.
2. Ability to do critical thinking with given data.
3. Knowledge and understanding of important facts, theories, and principles;
4. Applications of principles to new situations.
5. Applications of science to society.
6. Interpretation of scientific symbolism (as used in the course).
7. Explanation of natural phenomena.
8. Definitions of scientific terms.
9. Simple mathematical calculations.
10. Evidence for theories.
11. Differentiation between fact, theory, and definition.
12. Interpretation of graphical symbolism.
13. Understanding of the principle of equilibrium and its application in physical science.

### *Summary II: General Course in Communication*

The contribution of the course in communication to the general educa-

tion program is evident in the statement of its objective: the course aims to develop in the student the power of effective and intelligent communication through the basic skills of reading, writing, speaking, and listening that will enable the student to understand her fellow men and to cooperate with them. The degree of effectiveness and responsibility which a college student should attain has been determined only comparatively. We begin where the student is and adjust instruction to her ability. The importance of the course in our general education program is made clear by its underlying philosophy; that is, language is a social means for establishing relation between the writer or the speaker and the audience. The course is intended to be of immediate use to the students in preparing them for the communication activities of other courses. It does not really exist apart from other courses; it is integrated with them.

The course attempts to provide the following unified experiences which will give the student practice in each of the communication activities as she solves problems either as an individual or a member of a group.

1. Comprehension and appreciation in the area of reading are emphasized in order that the student attain critical power and personal and social satisfaction in leisure time. Briefly summarized the reading may be divided into three groups:
  - a. Articles, current and otherwise, treating problems representative of the kind the students meet in other academic courses and in socio-economic life. (The articles are read analytically, discussed, defended or attacked orally and in writing, outlined, and sometimes summarized. The student becomes aware of the relation of speaking and writing to the reading process as she takes notes for oral and written discussion. She is also made aware of the importance of vocabulary and functional grammar in the reading as well as in the writing process.)
  - b. A substantial amount of reading pertaining to the solution of a current problem which

is treated in a multisource paper.

- c. Reading representative of the student's choice and taste: autobiography, informal and formal essays, biography, and poetry. (Diction and other features of style are emphasized.)
2. Skill in speaking and writing is developed by providing a number of significant experiences, some of which are the following:
  - a. Giving directions of the kind needed in school, society, business, and church.
  - b. Explaining a process, mechanism, and an organization.
  - c. Defining terms in an appropriate extended form.
  - d. Writing effective social and business letters.
  - e. Making concise and accurate notes for a well defined purpose.
  - f. Writing the short informal essay.
  - g. Relating personal experiences in informal talks and essays and in the autobiography.
  - h. Applying the principles of organization to reading, writing, speaking, and listening.
  - i. Writing a documented essay treating a current problem and adapting the material to panel and round table discussions.
3. Skill in listening is emphasized in a number of experiences such as the following:
  - a. Listening to directions and following them.
  - b. Listening courteously to discussions of students and others and evaluating them.
  - c. Listening to class lectures and taking intelligible notes from them.
  - d. Listening to assembly and radio programs, and other lectures and evaluating them.

In order that communication be a meaningful, unified experience, the students are expected to acquire the following attitudes:

1. That communication is a cooperative process in which writer or speaker, and reader or listener must accept and bear responsibility.
2. That successful reading and listening are as important in communication as writing and speaking.
3. That successful communication depends upon the acceptance by the reader, writer, speaker, and listener of the responsibility of making value judgments.
4. That correctness of expression is the etiquette of communication and has relative value, but having something worth saying and using the most appropriate method and means of "telling" it has absolute value.
5. That in order to communicate accurately and effectively, one should be sensitive to the personal and social problems within the com-



munity, be intellectually honest, critical, and open-minded.

*Summary III: General Course in  
the Social Sciences*

The contribution of the course in the social sciences to the general education program is indicated in the statement of its general objective: development of critical thinking on a limited number of social problems and the ability to make a choice of belief or action on the basis of ultimate values.

In the revision of the course as planned by the members of the Division of the Social Sciences, a shift was made from a method which aimed at a factual survey of the social sciences to a study of specific problems, each related to the general objective and each directed towards the achievement of specific understandings, attitudes, and behaviors. In the selection of the problems an attempt was made to include some of the most important ones facing society today. The students are required to employ the principles of theology, economics, sociology, and political science in the solution of these problems. This course does not demand that the student make a first hand investigation of these problems, but she must review and contrast the investigations made by reputable scholars.

Since the general objective of the course is to improve the caliber of the student's social thinking, it is hoped that the study of these problems will bring her to a better understanding of their exact nature, to a more intelligent attitude toward them, and to a more socially efficient behavior regarding them. In the solution of these social problems, the student is made aware of the difference between a social problem and a scientific problem. She is instructed in the differences in aim, the materials used, and the tools em-

ployed in solving each of these types of problem. The procedure in presenting and analyzing the problems is not rigidly stereotyped. It follows this pattern: the general objective of the course is discussed as each new problem is introduced. The student is expected to determine how it differs from a scientific problem, to know something of the material and tools necessary for its solution, and to demonstrate certain behaviors of understandings and attitudes. As the problems are analyzed, additional material and tools are brought to the attention of the student.

The three-hour comprehensive examination which follows this course tests the ability of the student.

1. To apply the principles of social organization.
2. To interpret socio-economic graphs and charts (population changes, price index, income scales, etc.) in the light of certain principles and technical information.
3. To identify the assumptions and basic ideas of major writers in the field of social science.
4. To identify basic premises of major forms of political and social systems.
5. To detect the relationship between known facts and new problems.

*Problem I*, the first of six problems analyzed in the course in social science, and some of the behaviors involved in its study, follow.

*Problem I:* How can the culture contributions of racial and national groups be understood and appreciated so as to render less imminent domestic inter-group conflicts?

*Behaviors Involved in Study of This Problem:*

An *understanding* of the terms "culture," "culture trait," "culture complex," "culture center," and "culture area" is particularly necessary in order that the college student appreciate that the culture of her country has been enriched by cultural contributions of people of many races and nationalities. An understanding of the term "civili-

zation" is necessary in order that the college student realize that every social group has contributed its share to the development of one or more civilizations.

To indicate that she understands the meaning of these terms, the student uses her home neighborhood as a culture area and identifies each of the culture terms in the sense in which it has been defined. This unbiased study of minority groups in a population should develop an *appreciation* of the cultural contribution made by religious, racial, national, political, or economic minorities. It should help to develop an *attitude* of tolerance towards minority groups and should encourage emotional control regarding minority problems.

*Summary IV: General Course in  
the Humanities*

We may say that the revised general course in the humanities aims to make every student of Saint Xavier College an artist, provided that, in the term "artist," we include the one who enjoys the work of art produced by another as well as the one who himself produces the work. The objective of the course in the humanities, however, is not solely the student's enjoyment of the arts. Many of our students have long found in the arts, especially in music and literature, a source of satisfaction and enjoyment. To this satisfaction and enjoyment, the general course in the humanities endeavors to add on the part of the student an inquiring interest and thoughtful experience with the arts which will in time lead to intelligent appreciation. This the course does by an examination in each of the arts of the basic problems common to all the arts: what art is, what the relation of art to nature is, the problems involved in the materials, media, elements, techniques, and forms

employed in the various arts, what unity means and what its aesthetic function is, what relation exists between function and beauty in a work of art, and other like problems.

We include in our general course in the humanities the major arts—literature, music, sculpture, painting, architecture, prints and, if time permits, some few of the minor arts such as ceramics, textiles, and work in precious metals. Again, within each art, our study is necessarily limited to a few forms: in literature, to the novel, drama, epic, and lyric poetry; in music, to the dramatic forms, to certain of the contrapuntal forms, to the symphonic forms, especially the symphony, concerto, and symphonic poem; and the solo song. The same limitation of material is necessary in the other arts.

In addition to her study in class of selected classics in the various arts, the student is directed to materials available for study in art galleries, record collections, libraries, architecture within reach, and other resources.

Though the list of works of art used in the course varies from year to year, the following examples are typical:

*Literature*

Drama—Sophocles, *Oedipus Rex*  
Epic—Dante, *Divine Comedy*  
Novel—Tolstoi, *Anna Karenina*  
Poems—Milton, *Paradise Lost*

*Music*

Fugue—Bach, *Fugues from the Well-tempered Clavier*  
Symphony—Beethoven, *No. 5 in C Minor*  
Sonata—Beethoven, *Piano Sonata in E Minor*  
Concerto—Mozart, *Piano Concerto No. 24 in C Minor*  
Pastoral—Debussy, *Afternoon of a Faun*

*Visual Arts*

Painting—El Greco, *The Assumption of the Virgin*  
Sculpture—Michelangelo, *Pieta*  
Architecture—St. Paul's London; Santa Sophia, Istanbul; Contemporary architecture—especially churches.



*Summary V: General Course in the  
Biological Sciences*

The biology staff felt that it could achieve the new objectives of the general education program with its present course. The only change recommended was the introduction of individual laboratory problems.

This course, developed prior to the beginning of the North Central Study, is divided into the various disciplines of the biological sciences. An attempt is made to present, in the following order, the important facts and concepts of plant and animal phyla, evolution, physiology, genetics, eugenics, ecology, and biographical study. The following list contains the *major* objective for each of the preceding disciplines.

The objectives of the course are the following:

1. To acquaint the student with the major groups of living organisms (plant and animal kingdoms).
2. To interpret the major biological concepts.
3. To study the structure, nourishment, and functioning of the human body in order to understand the effect these factors have upon the life of man.
4. To study the theories of the evolutionists, the geneticists, and the eugenicists in the light of Catholic interpretation.
5. To study the relation of living organisms to their environment and to each other.
6. To learn something of the contributions of leading scientists to the field of biology.

The time allotment and credit hours for the general courses are shown in Table I.

TABLE I  
TIME ALLOTMENT AND CREDIT HOURS FOR THE GENERAL COURSES

General Courses	Quarter System*		Semester System	
	Time Allotment	Sem. Hrs.	Time Allotment	Sem. Hrs.
Biological Science	2 consecutive quarters 5 days per week	6 $\frac{2}{3}$	2nd Sem. Fresh. 5 days per wk.	5
Communication	2 consecutive quarters 5 days per week	6 $\frac{2}{3}$	1st, 2nd Sem. Fresh. 4 days per wk.	8
Humanities	2 consecutive quarters 5 days per week	6 $\frac{2}{3}$	1st, 2nd Sem. Soph. 3 days per wk.	6
Physical Science	2 consecutive quarters 5 days per week	6 $\frac{2}{3}$	1st. Sem. Fresh. 5 days per wk.	5
Social Science	2 consecutive quarters 5 days per week	6 $\frac{2}{3}$	1st, 2nd Sem. Soph. 3 days per wk.	6

\* The College changed from the quarter to the semester system in September, 1949.

### PART III. WORKING TOWARDS EVALUATION OF THE STUDY, 1947-48

During 1947-48 the North Central Study Committee was confronted with the evaluation of the new general education program. The following steps, generally recognized as an orderly procedure for an evaluation study, were adopted:

1. Formulation of objectives.
2. Statement of objectives in terms of behavior.
3. Development of instruments to test these behaviors.
4. Analysis and interpretation of results.
5. Determination of remedial measures.

Step 1, the formulation of objectives, was completed in 1946.

The evaluation of the general education program required that evidence be secured to show changes in thinking (cognition), in feeling (affection), and in doing (conation) brought about in students as a result of this program. These mental functions are the governors of behavior. Since a certain amount of mental activity is observable to the individual through introspection, any study of change in behaviors must be based on those which are observable by others.<sup>1</sup>

It is held that man is a somatopsychic organism and represents a unit that is non-divisible. The apparent separation of man's mental functions into three facets is made only for the purpose of this study. These mental functions are concomitant functions and not sequent functions.

#### GENERAL EDUCATION OBJECTIVES IN TERMS OF BEHAVIORS

Behaviors are subdivided here into (1) mental or intellectual reactions and (2) reactions involving emotions, attitudes, appreciations, sensitivities, interests, and habits.

<sup>1</sup> William F. Cunningham, C.S.C., *Pivotal Problems of Education*. New York: Macmillan Company, 1940, pp. 80-88.

The objectives formulated for the general education program were next stated in terms of the behaviors listed below.

#### *Types of Behavior*

1. *Intellectual Operations*
  - a. Ability to gather data.
  - b. Ability to interpret data.
  - c. Ability to distinguish between relevant and irrelevant information.
  - d. Ability to think in terms of graphical, mathematical, chemical, biological, and aesthetic symbols.
  - e. Ability to formulate hypotheses.
  - f. Ability to apply principles to new situations.
  - g. Ability to make generalizations and to draw conclusions.
  - h. Ability to use the scientific method to solve problems and to analyze and criticize the work of others.
  - i. Ability to communicate effectively in writing and speaking.
2. *Operations Involving Emotions* (attitudes, appreciations, sensitivities, interests, and habits)
  - a. Social situations.
  - b. Scientific situations.
  - c. Aesthetic situations.
  - d. Religious and moral situations.

#### *Definitions of Operations or Reactions Involving Emotions*

For the purpose of this study *operations or reactions involving emotions* were defined as follows:

*Interests*—those things one pursues for the joy of doing—leisure time activities.

*Appreciations*—reactions showing an awareness to aesthetic values in music, art, and literature.

*Sensitivities*—reactions disclosing responsiveness to social and aesthetic situations.

*Habit*—an established behavior.

*Attitude*—a fixed resolve to act.

#### DEVELOPMENT OF TEST INSTRUMENTS

In order to evaluate the program of general education, a survey of available tests was made. None could be found that was based on objectives similar to those of our program. Two



test instruments, *Examination in General Education and Reactions Involving Emotions*, were therefore developed to evaluate (1) certain aspects of effective methods of thinking (mental reactions) and (2) behaviors related to specific attitudes, appreciations, sensitivities, interests, and habits.

### *Examination in General Education*

For the preparation of the test instrument, *Examination in General Education*, each committee member was asked to devise test items designed to evaluate each of the mental reactions listed under *Behaviors*. (See page 386.) Then the committee as a whole studied, criticized, and re-edited the items submitted and chose fourteen of them for the test instrument.

### *Examples of Scientific Attitudes*

Some of the scientific attitudes selected for evaluation were open-mindedness, critical-mindedness, intellectual honesty, habit of looking for causes, and sensitivity to problems. These scientific attitudes were defined in the following manner:

*Open-mindedness* requires that any conclusion drawn or judgment made must be free of bias, prejudice, intolerance, or bigotry; that the approach be objective and not subjective. It means, for example, a willingness to consider and analyze objectively data which do not support one's present convictions.

*Critical-mindedness* is the opposite of gullibility. It requires proof of statements made. The word of even a "specialist" is not just accepted. Critical-mindedness demands criticism of self as well as of others. To be critical-minded, one must possess the ability to detect flaws in the evidence or argument presented.

*Intellectual honesty* requires that absolute honesty prevail in every phase

of any study. It demands an accurate and complete report of all data available, and acknowledgment of errors made as soon as discovered, and inclusion of *no* data not actually obtained.

*Habit of looking for causes* recognizes that nothing happens without a reason or cause. The habit of attributing phenomena, or events not understood, to some mysterious cause shows complete absence of this attitude.

*Sensitivity* to a problem requires the ability to recognize the existence of problems and to perceive relationships.

Sample questions taken from the five different areas of the general education program are presented below.

### *Sample Questions from First Test Instrument Examination in General Education*

Below are sample questions drawn from biological science, communication, humanities, physical science, and the social sciences which were submitted as types that might be used to evaluate to some degree the attainment of the intellectual operations listed on page 386.

The students have no previous experience with the particular test items, but the understandings pertinent to their solution are treated in the courses. Both the objective and the essay-type questions are used.

### *Sample Question 1: Submitted by the Biological Science Faculty*

This question might be used to test the ability to apply principles to new situations.

*Direction:* Blacken the answer space which designates the correct explanation.

Mendel produced seeds by crossing tall and dwarf varieties of peas.

All plants grown from these seeds were tall; none were dwarf. When the

seeds from this generation were planted, they produced a generation that consisted of both tall and dwarf plants. Mendel counted the number of tall and dwarf plants in this generation and found that approximately three-fourths were tall and one-fourth were dwarf.

The above statements might be explained by the following:

- A. Two pairs of factors.
- B. Simple Mendelian inheritance.
- C. A modified two factor ratio.
- D. Linkage.
- E. None of these.

This question tests the following:

- A. Understandings
  - 1. Mendel's findings:
    - a. The principle of dominance.
    - b. The principle of unit characters.
    - c. The principle of segregation.
  - 2. Monohybrid cross.
  - 3. Dihybrid cross.
  - 4. Ratio.
- B. Ability to apply these understandings.

*Sample Question 2: Submitted by  
the Communication Staff*

This test situation drawn from communication evaluates some of the abilities a student must have in order to think and communicate effectively.

*Direction:* Read the following letter carefully.

ADVICE TO A BEGINNING SCHOLAR<sup>1</sup>

Luxor, 2 January, 1873

p. 235. (1) I have received your letter of November 3rd just as I was leaving Cairo, and as I have been busily reading myself, I delayed answering till I knew what I had to say. So far as I can see, you are acting on good advice and working in such good company that I can add very little to your means of getting ahead. Perhaps to a critical eye, the field you have entered may seem rather wide. I doubt whether a man can profitably spread his reading over a very large range unless he has some definite object clearly fixed in his head. My wish is to

lead you gradually up to your definite object, but what it must be will depend on the bent of your own tastes. I can only tell you the style of the thing that seems to me best.

p. 236. (2) The first step seems to me to be to familiarize one's mind with thoroughly good work, to master the scientific method, and to adopt the rigid principle of subordinating everything to perfect thoroughness of study. I have therefore advised your learning German, because I think the German methods so sound . . .

p. 237. (3) I proposed no more to the fellows who are kind enough to think my teaching worth their listening to—those of them I mean who take the thing in the spirit I offer it in—than to teach them how to do their work. The College chose to make me Professor of History—I don't know why, for I knew no more history than my neighbors. And it pitchforked me into mediaeval history, of which I knew nothing. But it makes little difference what one teaches; the great thing is to train scholars for work, and for that purpose there is no better field than mediaeval history for future historians. The mere wish to give a practical turn to my men has almost necessarily led me to give a strong legal bent to the study. Starting from this point, I found that at the outset the Family was the center of early law. To study the Family, therefore, in its different relations, was the natural course to follow. From this point we must follow down the different lines of development. The organization of the Family, the law of inheritance, of testaments, of land tenure, of evidence and legal procedure, the relations of the Family to the community, in its different forms of village, county and state, as well as many other parallel lines of study lay open before me and I have only to indicate them to true students whether of law or of history, and let them go to work and develop them. Of course I don't pretend to have mastered these subjects myself. No one has yet done so. But men like you and Ames can win a reputation by following up any one line of investigation, and the occupation is as good as mathematics for the logical faculty, while it leads ultimately all the nearer to the subject of historical study.

p. 237. (4) Of course our own law and institutions are what we aim at. I think you would do well to keep this in mind and to take some special line of work as soon as you have become tolerably acquainted with the general bearings of things. Of course you will choose whatever you think best suits your tastes. It does not follow that preliminary legal reading is to make you a historian of law, any more than preliminary grammar reading would result in making you a historian of philology. It

<sup>1</sup> *Letters of Henry Adams 1858-1891*, ed. by W. C. Ford. Boston: Houghton Mifflin Company, 1930, pp. 235-237. Permission of publisher.



matters very little what line you take provided you can catch the tail of an idea to develop with solid reasoning and thorough knowledge. America or Europe, our own century or prehistoric time, are all alike to the historian if he can only find out what men are and have been driving at, consciously or unconsciously. So much is this the case that I myself am now strongly impelled to write an Essay on Egyptian Law, for I have a sort of notion that I could draw out of that queer subject some rather surprising deductions; perhaps I could fix a legal land-mark in history, but I have too much on my hands and must let the Cheopses and the Ramses alone . . .

p. 237. (5) Pray give my best regards to your wife.

H. A.

Using the letter of Henry Adams to Henry Cabot Lodge, carry out the following directions:

- I. List in eight or more concise imperative sentences the main points in Henry Adams' advice to a beginning scholar.
- II. Write an essay consisting of two paragraphs.
  - A. In the first paragraph state the theme and give the significant ideas of Henry Adams.
  - B. In the second paragraph judge these ideas according to guiding principles and draw the conclusion.
    1. If you are an entering freshman, consider principles set up by the high school from which you were graduated.
    2. If you are a sophomore, consider principles set up by St. Xavier College.
 Note that the situations are not alike but analogous; therefore your conclusion will be relative.
  - C. Make an effective transition between the two paragraphs. Remember you are writing one essay, not two.

### *Analysis of Questions*

1. Question I is designed to test the ability:
  - a. To interpret data.
  - b. To summarize.
  - c. To distinguish between relevant and irrelevant information and to communicate it in a specific kind of sentence.
2. Questions in Group II are designed to test the ability:
  - a. To make generalizations and to draw a conclusion.
  - b. To apply a principle to a new situation.
  - c. To use effective devices of communication.

### *Sample Question 3: Submitted by the Humanities Faculty*

*Direction:* The questions under A and B refer to the photographs that have been given to you. Indicate in the appropriate blank on the answer sheet the most likely completion.

#### *A. Architecture*

1. The interior of Church IV is shown in photograph —
2. Most remote from classic forms in detail and structure is photograph (interior) —
3. Remote from classic forms is the interior represented in photograph —
4. Church I is (A. Byzantine; B. Romanesque; C. Gothic; D. Early Renaissance; E. Late Renaissance or Baroque) —
5. Church VI is (A. Byzantine; B. Romanesque; C. Gothic; D. Renaissance; E. Baroque) —
6. Representative of the architectural style of the counter-Reformation is photograph —
7. Church VIII is (A. Early Christian; B. Byzantine; C. Romanesque; D. Gothic; E. Renaissance) —
8. A lintel ceiling is supported by column and arch system in photograph —
9. A vaulted ceiling is supported by column and arch system in photograph —
10. A campanile is seen in photograph —
11. A rose window can be seen in photograph —
12. Flying buttresses can be seen in photograph —
13. Clustered columns are evident in photograph —

#### *B. Sculpture*

1. The earliest work illustrated above is photograph —
2. Archaic Greek sculpture is illustrated in photograph —
3. Classical Greek sculpture (in the round) is illustrated in photograph —
4. Idealism in Greek sculpture with its resulting generalization is illustrated in photograph —
5. The baroque sculpture of the Hellenistic age is illustrated in photograph —
6. Romanesque or early Gothic sculpture is illustrated in photograph —
7. Distortion is evident in photograph —
8. The carrying of impressionism into sculpture can be seen in photograph —
9. Roman realism is illustrated in photograph —
10. Christianity furnished the subject of the Renaissance sculptor who did the work illustrated in photograph —

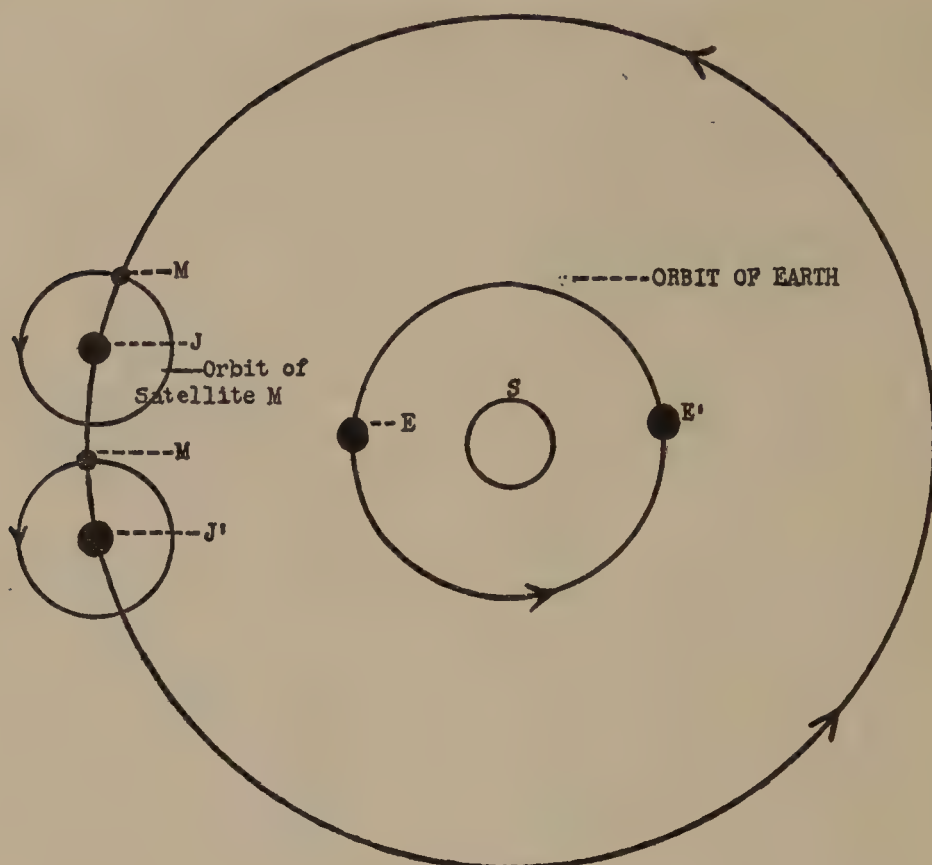


FIGURE 1

S—Sun.

E—Position of earth.

E'—Position of earth 6 months later when it has traveled one-half way around its orbit.

J—Position of Jupiter when earth is at E.

J'—Position of Jupiter 6 months later. (It takes Jupiter 12 years to travel around the sun while it takes the earth but one year.)

M—One of the satellites of Jupiter with a period of revolution of 42 hours.

*Sample Question 4: Submitted by the Physical Science Faculty*

*Direction:* With the aid of the diagram (Figure 1), its legend, and the given statements blacken the appropriate answer spaces.

Jupiter and the earth are planets traveling around the sun at distances from it of 489,000,000 and 93,000,000 miles respectively. In its revolution the satellite M (moon) disappears behind Jupiter and becomes eclipsed by the planet. This disappearance of the satellite occurs every 42 hours. When the earth and Jupiter were in their respective positions at E and J,

Roemer, a Danish astronomer, after studying the frequency of this eclipse charted a time schedule for future eclipses. Six months later when the earth was in position E' and Jupiter was at J', Roemer discovered that the eclipses were  $16\frac{2}{3}$  minutes *later* in arriving than he had calculated. While the earth was at position E', he charted a second schedule based on observations taken in this position. When the earth arrived back at E, the eclipses came  $16\frac{2}{3}$  minutes *earlier* than he had calculated for the second schedule.

1. The difference of  $16\frac{2}{3}$  minutes between the time of the actual appearance of the eclipse and that calculated for it six months earlier



can be explained by the fact that

- A. The satellite has a faster speed when the earth and Jupiter are on the same side of the sun, since at that time there is a greater attraction between them.
  - B. The period of revolution of the satellite around Jupiter is not constant.
  - C. The earth has a variable speed as it travels around the sun.
  - D. The light, which comes from the sun and is reflected by Jupiter and its satellite to the observer, must travel a greater distance to reach the earth at E' than at E.
  - E. All celestial bodies moving around the sun travel at their maximum speed when they are closest to the sun.
2. The distance from E to E' is:
    - A. 93,000,000 miles.
    - B. 286,000,000 miles.
    - C. 186,000,000 miles.
    - D. 46,500,000 miles.
    - E. Some other distance.
  3. An object traveling a distance equal to that from E to E' in  $16\frac{2}{3}$  minutes would have a speed per *second* of:
    - A. 588,000 miles.
    - B. 1,116,000 miles.
    - C. 186,000 miles.
    - D. 1,860,000 miles.
    - E. None of these.

*Sample Question 5: Submitted by the Social Science Faculty*

The new course in the social sciences is developed around six basic social problems. Subsequent to the study of each problem, an evaluation is made through a test problem similar to that given below for *Problem I* which is studied for approximately six weeks.

*Problem I:* How can the culture contributions of racial and national groups be understood and appreciated so as to render less imminent domestic inter-group conflicts?

*Test Problem Designed to Test Several Abilities at the Same Time*

Assume that you are a social scientist hired by the federal government to study conditions among the American Negroes and are to recommend a program of action in the interest of the general welfare of the nation as a whole.

1. Upon what social scientific principles would you base your study?
2. What method would you use in the study?
3. What conditions would you probably find?
4. What would you recommend in view of them?

These questions relate to Problem I of the general course and follow one another in a logical sequence.

The list of requirements for answering these questions follows:

1. The first question requires an exposition of the social scientific principles of truths upon which the hypothetical study would be grounded.
2. The second question requires an outline of the steps necessary to determine empirically the nature and extent of the conditions mentioned.
3. The third question requires a statement of the probable findings that such methodical steps might yield.
4. The fourth question requires a diagnosis of the inadequacies of the *status quo* and the formulation of a program of action for their elimination.

While these questions might be used to test several of the nine mental reactions listed under *Behaviors* (see p. 386), a recent evaluation was made on only the behaviors listed below:

*Question 1* was used to determine the ability of the student to apply appropriate principles to a problem situation.

A partial list of previously known principles upon which the student should have based her responses follows:

1. There is an equal distribution of native capacities among all races.
2. Apparent disparities between races are due to social conditioning.
3. Attitudes toward a race result from social conditioning based on myth rather than fact. The purpose of the myth is to preserve the *status quo* (in this problem, *race*).
4. Attitudes can be changed if social situations are changed.

*Question 2* served to evaluate the student's ability to use the scientific method in the solution of a social problem. More specifically this evaluation

was based on the ability of the student to state the problem, present data, organize and interpret the data, reach a conclusion, and make practical recommendations.

In evaluating *question 3* and *question 4*, an attempt was made to measure the ability of the student to distinguish between relevant and irrelevant information, to formulate hypotheses, to make generalizations, and draw conclusions. A serious attempt was made to measure the ability of the student to communicate effectively.

#### TEST OF REACTIONS INVOLVING EMOTIONS

For the second instrument, *Reactions Involving Emotions*, a similar procedure was followed. Each committee member prepared items that were intended to test attitudes, appreciations, interests, sensitivities, and habits. From those submitted, fifty-two were selected for the test. A few sample items are included in this report.

#### Sample Items from Second Test Instrument

##### *Test of Reactions Involving Emotions*

1. This item was intended to measure  
*Habit of Looking for Causes*

*Direction:* Check the course of action you would most likely follow if you had the following experience:

Your desk drawer contained, besides the usual writing supplies, pieces of aluminum and uranium metals, sewing supplies, and a package of photographic plates wrapped securely in the conventional black paper. Upon examination you find the photographic plates to be in a condition as if they had been exposed to light.

I would

- 1. Conclude that black paper does not protect photographic plates from light.  
— 2. Discard the plates without further thought.

- 3. Report the incident to a photographer.  
— 4. Perform experiments to test the effect of the individual contents of the drawer on photographic plates known to be unexposed to light.  
— 5. Assume that the plates were defective when purchased and file a complaint with the merchant.

2. This item was intended to measure  
*Open Mindedness*

*Direction:* Check the statement with which you are in most agreement.

A blood transfusion from a Negro to a white will

1. — Always kill the white.  
2. — Always weaken the health of the white.  
3. — Improve the health of the white if other conditions are equal and the negro and the white are of the same blood type.  
4. — Darken the skin of the white.

3. This item was intended to measure  
*Reading Interests*

*Direction:* Below is a list of magazines. First, draw a line through those which you have never read. Insert the name, in space 10, of a magazine of your choice which has not been included in this list. Place 1 in the space before the magazine of your first choice; 2 before your second choice; and 3 etc.

1. — *The Red Book*  
2. — *Life*  
3. — *Commonweal*  
4. — *Ladies' Home Journal*  
5. — *Atlantic Monthly*  
6. — *American*  
7. — *Saturday Evening Post*  
8. — *Pic*  
9. — *Reader's Digest*  
10. — \_\_\_\_\_

4. This item was intended to measure  
*Aesthetic Appreciation*

*Direction:* Check the statement that is most nearly correct for you. In a musical composition, the element which holds the greatest appeal for me is

1. — Rhythm  
2. — Melody  
3. — Harmony



5. This item was intended to measure  
*Critical Mindedness*

*Direction:* Indicate by check the course of action you would most likely follow.

In evaluating a work of art, whether

in literature, art, or music,

1. — I depend entirely upon my own judgment.
2. — I make my evaluation in accordance with the opinions, written and verbal, of critics in the field.
3. — I consult the opinions of competent critics but form my own judgments.

## PART IV. ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE EXAMINATIONS USED IN THE GENERAL EDUCATION PROGRAM

### *Section A: The Freshman Testing Program, 1948-51*

Part IV is an abridgement of the reports submitted to the faculty in June, 1949, 1950 and 1951, respectively, by the North Central Study Committee on Evaluation. The previous steps of this evaluative study, the work of the 1945-48 period, were the formulation of objectives, the statement of objectives in terms of behaviors, and the development of instruments to test these behaviors. The problem of the North Central Study Committee on Evaluation from 1948-51 was to obtain data from the use of tests for the evaluation of the new general education program and the analysis and the interpretation of the test results.

#### THE FRESHMAN TESTING PROGRAM

##### *Battery of Selected Tests*

The 1948 General Education Freshman Testing Program consisted of a battery of tests administered to the freshman class during a three-day period at the time of entrance in September. These tests included the 1948 editions of the *American Council on Education Psychological Examination*; the *Purdue Placement Test in English, Form A*; the *University of Notre Dame Religion Placement Test for College Freshmen, Form D*; the *Saint Xavier College Arithmetic Test*; the *Saint Xavier College Examination in General Education*; the *Saint Xavier College Test of Reactions Involving Emotions*; and one of the following standardized language tests: the *Cooperative Latin Test—Lower Level, Form S*; the *Cooperative French Test—Higher Level, Form S*; the *A.C.E. German Reading Test, Form B*; and, the *Cooperative*

*Spanish Test—Revised Series Advanced, Form P*. Except for different editions of the standardized tests, and the addition of *Part II, Examination in General Education*, the same battery of tests was used in 1949 and 1950.

##### *Use of the Tests*

The *American Council on Education Psychological Examination* and the *Purdue Placement Test in English* were used for an over-all student evaluation and for class sectioning purposes.

The religion test was given as a courtesy at the request of the University of Notre Dame, which was attempting to establish norms for the examination.

The *Saint Xavier College Arithmetic Test* was used to ascertain the students' level of achievement in the basic arithmetical skills.

The two new tests—the *Saint Xavier College Examination in General Education, 1948 Edition*, and the *Saint Xavier College Test of Reactions Involving Emotions, 1948 Edition*, were designed to evaluate, respectively, certain aspects of effective methods of thinking, and behaviors associated with attitudes, appreciations, sensitivities, interests, and habits. The tests were used at entrance to obtain a base line for the evaluation of our general education program. It was planned that these two tests, or comparable ones, would be administered at the end of the year to the sophomore classes of 1950, 1951, and 1952.

As an experiment the *Examination in General Education* was used also as a means for determining which of the entering freshmen would be permitted to take one or more of the comprehen-



TABLE II  
SUMMARY OF SCORES AND RANKS AT ENTRANCE BY STUDENT 55 — 1948

Test	Possible Score	Student's Score	Student's Local Rank
<i>A.C.E. Psychological Examination, 1948 Ed.</i>			
Q Score	80	60	3
L Score	120	92	2
Total Score	200	152	2
National Percentile Rank	98		
<i>Purdue Placement Test in English, Form A</i>			
Reading Comprehension	20	20	5
Total Score	274	184	7.5
National Percentile Rank	95		
<i>Saint Xavier College Exam. in General Education</i>			
Biological Science	—	42%	58.5
Communication	—	88%	1
Humanities	—	63%	1
Physical Science	—	60%	2.5
Social Science	—	63%	6
Total Gen. Educ. Average 63.2%	—		1
<i>Saint Xavier College Arithmetic Test</i>	100%	93%	8
<i>Language Test (Latin Test Lower Level), Form S</i>		53	23.5*
<i>Univ. of Notre Dame Religion Placement Test for College Freshmen, Form D</i>	150	132	6

\* In group of 58 who took Latin test at entrance.

sive examinations in the general education program. It was agreed that any student who passed the comprehensive examination in one of the five areas, would be excused from taking the general course in that area. As a result of this experiment, in 1948 eight students were excused from all or a part of the course in communication, one was excused from physical science, one from biological science, one from social science, and none from the humanities; in 1949, eleven students were excused from all or a part of the courses in communication, one was excused from biological science, two from social science, and none from the humanities or physical science; in 1950, fifteen students were excused from all or part of the course in communication but no one was excused from the other general

education courses.

*Table II* is a typical record of test data collected for each student at the time of entrance. A number is permanently assigned to a student and is used to identify her in all records pertaining to the General Education Study.

#### RELIABILITY AND VALIDITY OF THE TEST INSTRUMENT

##### *Examination in General Education*

Evaluation of students must be based upon acceptable criteria. Therefore the committee began to examine critically the *Examination in General Education* to determine its reliability and validity. At this point the committee participated in an intensive *in-service study* of the statistical analysis

of tests. The study moved from a review of the basic definitions of reliability and validity to the use of the various statistical methods of evaluation.

The reliability of a test, the consistency with which it measures some capacity of those taking it, is usually established by (1) repeating the same test after a short interval of time with the same group; or (2) by giving comparable forms to the same group at different times; or (3) by giving a split-test. The correlation between the two sets of scores obtained under either (1) or (2) gives the reliability coefficient of the test. In the case of the split-test, the test is divided into two parts of equal length and difficulty, and the student is given a score for each part. The two sets of scores are correlated to give the reliability coefficient of the half-test. By the use of the *Spearman-Brown* formula, the reliability coefficient for the whole test can be calculated.

The validity of a test, the degree to which it does measure whatever capacity it claims to measure, is often determined by correlating the test in question with some standard test which has been accepted as a satisfactory instrument for measuring the capacity in question. The instructors' rating of students in the area covered by the test in question may be used also as criteria for the purpose of establishing validity.

#### STUDY OF RELATIONSHIPS BETWEEN TESTS

Though the *A.C.E. Psychological Examination* and the *Saint Xavier College Examination in General Education* are not comparable and do not purport to measure the same thing (the *A.C.E. Psychological Examination* measures the general intelligence at the college entrance level, and the *Examination in*

*General Education* measures certain aspects of effective methods of thinking), it is reasonable to expect some correlation; for it would be difficult to believe that a high degree of intelligence would exist apart from development of powers of critical thinking.

For exploratory purposes it was decided to correlate the scores from the total and parts of the *Examination in General Education* with the total scores and the part scores from the *American Council on Education Psychological Examination* and the *Purdue Placement Test in English*. To help evaluate these results, additional correlations were obtained from the *Purdue Placement Test* with the *L-Score* of the *A.C.E. Psychological Examination* and from the *Saint Xavier College Arithmetic Test* with the *Q-Score* of the *A.C.E. Psychological Examination*. The *Holzinger (1928) Form for Correlation Coefficient and Ratios* was used in this correlation work.

(The same evaluative procedure was carried out again for the 1949 and 1950 groups of students. In order that the three groups may be compared a complete summary of the test results is given in Table III.)

#### ITEM ANALYSIS

After the tests had been examined to determine the coefficient of correlation, each question in the *Saint Xavier College Examination in General Education* was subjected to an item analysis. Two coefficients, an index of difficulty and an index of discrimination, were computed for each item. The steps involved in the item analysis were the following:

1. The grouping of the papers into two divisions. (The upper group contained the papers above the median score, and the lower group contained the papers below the median score.)
2. The recording of each item for each student in the upper group as *right* or *wrong*.
3. The repetition of step 2 for the lower group.
4. The computation of the correct and incorrect



TABLE III  
COMPARISON OF THE CORRELATION COEFFICIENTS AND RATIOS DERIVED FROM THE Saint Xavier College Examination in General Education  
Given to Freshmen in 1948, 1949, 1950

Correlation Between:	Coefficient ( <i>r</i> )			Mean			Standard Deviations in Intervals and Scores			Value of <i>nxy</i>			Standard Error of Correlation Coefficients		
	1948	1949	1950	1948	1949	1950	1948	1949	1950	1948	1949	1950	1948	1949	1950
Exam. in General Education and Total A.C.E. Psych. Exam.	.508	.555	.497	38.0	42.27	38.19	10.99	8.92	9.32	.619	.648	.558	.590	.614	.585
				107.8	108.82	111.64	22.64	21.64	20.06					± .078	± .080 ± .091
Exam. in General Education and L-Scores of A.C.E. Psych. Exam.	.379	.513	.567	38.24	42.24	38.15	9.25	9.16	20.16	.528	.587	.615	.463	.611	.618
				66.86	66.87	65.68	14.40	14.14	33.05					± .091	± .085 ± .082
Exam. in General Education and Reading Part of Purdue	.546	.395	.399	38.68	42.24	38.15	9.18	9.16	20.56	.510	.470	.446	.589	.428	.566
				13.11	14.81	13.85	4.23	4.47	10.12					± .074	± .105 ± .105
Exam. in Communication Part of Gen. Ed. and Total A.C.E. Psych. Exam.	.457	.625	.250	51.15	65.21	52.5	16.67	14.15	16.38	.555	.722	.458	.560	.741	.559
				107.75	108.82	111.14	23.40	21.59	19.55					± .083	± .070 ± .114
Exam. in Communication Part of Gen. Ed. and L-Score of A.C.E. Psych. Exam.	.496	.632	.379	51.4	65.23	52.5	16.29	13.98	16.39	.546	.726	.612	.592	.712	.585
				66.9	66.87	65.75	14.47	14.52	12.77					± .083	± .069 ± .104
Total Purdue and L-Score of A.C.E. Psych. Exam.	.720	.735	.680	143.5	141.5	150.59	26.36	26.59	28.82	.751	.803	.710	.762	.790	.795
				66.8	66.89	65.75	14.95	14.54	13.78					± .050	± .053 ± .065
S.X.C. Arithmetic Test (1948 ed.) and “Q” Psych.	.605	.592	.401	62.92	63.81	67.5	22.75	23.15	18.54	.636	.653	.476	.611	.654	.689
				42.2	41.63	46.05	11.40	10.04	13.50					± .066	± .075 ± .102

TABLE IV

A COMPARISON OF THE CORRELATION COEFFICIENTS DERIVED FROM ITEM ANALYSIS DATA OF THE SOCIAL SCIENCE QUESTIONS IN THE *Examination in General Education* Given to the Freshman Classes—1948, 1949, 1950 and to the Sophomore Classes—1950, 1951

Social Science Part I							Social Science Part II			
Question	Item	Coefficient ( <i>r</i> )					Question	Item	Coefficient ( <i>r</i> ) Freshman 1950	
		Freshman			Sophomore					
		1948	1949	1950	1950	1951				
I	1.	0.0	-.02	.63	0.30	0.65	I	1.	0.26	
	2.	0.45	.39	.72	0.75	0.54		2.	0.51	
	3.	0.30	.61	.74	0.93	-0.00		3.	0.63	
	4.	0.27	.48	.78	0.30	0.00		4.	0.68	
II	1.	0.0	.40	.14	0.50	-0.00	IIA	1.	0.68	
	2.	0.30	0.00	.27	0.27	0.74		2.	0.30	
	3.	0.15	.68	0.0	0.73	-0.00		3.	0.45	
	4.	0.34	0.00	.32	-0.62	-0.12		4.	0.52	
	5.	0.50	.05	.35	-0.63	-0.03	IIB	5.	0.43	
	6.	0.24	-.02	.45	-0.62	0.73		6.	0.60	
	7.	0.40	.25	.08	0.10	0.35		1.	0.64	
	8.	0.00	.25	.20	0.86	0.40		2.	0.67	
	9.	0.27	-.05	.45	0.10	0.03	III	3.	0.67	
	10.	0.04	.20	.27	0.41	-0.27		1.	0.30	
	11.	-0.04	-.05	.44	0.31	-0.05		2.	0.47	
	12.	-0.06	.20	.26	-0.05	0.25		3.	0.00	
	13.	0.48	.30	.47	0.75	0.26		4.	0.30	
	14.	0.08	.28	.41	-0.22	0.02		5. a	0.00	
							b	0.00		
							c	0.00		
							d	0.00		
							e	0.00		

responses expressed in percent for each item by the two groups.

- The summarizing of these computations in percent for each item by both groups.
- The reading of the correlation coefficient from the *ABAC Chart for Estimating Discrimination*.<sup>1</sup>

The following example, illustrating steps 4 and 5 above, is based upon Item 7, Question II of the *Saint Xavier College Examination in General Education*, 1948 Edition.

Example:	Failure on Item	Success on Item
Above Median Group	24.4%	75.6%
Below Median Group	51.5%	48.5%

The index of discrimination was

found for each item of the *Examination in General Education, Part I*, derived from the 1948, 1949, and 1950 freshman test results; for the 1950, 1951 sophomore restudies; and for the *Examination in General Education, Part II*, 1950, freshman test results. The data collected on the social science questions appear in Table IV. Rotation judgments of test results on Question I and Question II were made to determine whether either of them could be improved. The conclusions arrived at are shown below.

<sup>1</sup> *ABAC Chart for Estimating Item Discrimination*, prepared by the Board of Examinations of the University of Chicago.



TENTATIVE JUDGMENTS OF TEST  
RESULTS ON QUESTIONS I AND  
II IN THE SOCIAL SCIENCE  
SECTION OF THE  
*Saint Xavier College Examination  
in General Education*

As a result of the analysis of Question I, it was decided that no change should be made in that question since the results indicated a considerable degree of growth in critical thinking on a social problem between the time of entrance and the end of the sophomore year. Only a relatively small number of freshmen, most of whom were from the above median group, were able to solve the problem even partially at entrance. Two years later the majority of the entire group were able to make the correct judgment.

Because of marked absence of agreement in the coefficients of correlation for items in Question II, it was carefully studied. The following suggestions for improving the question were made:

1. Clarify each of the fourteen items in Question II in order to reduce possible ambiguity.
2. Improve the format of Question II in order to have the table opposite those items based on the table.

The item analysis of the questions in the Social Science section resulted in a divisional study of the questions as related to objectives of the course. Agreement was reached that greater emphasis should be placed throughout the course upon interpretation of graphical and tabulated data of a sociological nature.

Analysis similar to this given for the Social Science questions in the *Examination in General Education* was made for all of the questions in the examination.

*Watson-Glaser Tests of  
Critical Thinking*

An effort was made to ascertain the validity of the *Saint Xavier College*

*Examination in General Education*. Since the validity of a test is often determined through correlation with another test which is commonly accepted as a device for measuring the capacity in question, a search was made for tests of critical thinking. The only one found was the *Watson-Glaser Tests of Critical Thinking* published by the World Book Company. However, the authors of these tests state in the *Manual of Directions* (p. 3) that their reliability coefficients were only tentative, and that validity had been based upon the opinion of "fifteen persons selected on the basis of their training in logic and the scientific method, their fair-mindedness, and superior intelligence."

A small selected group composed of eight students who were exempt either from part or all of the communication courses was given the Watson-Glaser Tests. The scores obtained on the test were correlated with the scores obtained by these eight students in the *Saint Xavier College Examination in General Education* and the *A.C.E. Psychological Examination*. Table V is a summary of the correlations. The negative correlation result might indicate that either the *Examination in General Education* or the *Watson-Glaser Test* does not measure critical thinking. The rather high correlation coefficient between the *A.C.E. Psychological* and the *Examination in General Education* seems to indicate that the latter is measuring more of what the *A.C.E. Psychological* measures than what the *Watson-Glaser Test* measures.

*Retest on Physical Science Questions of  
the General Education Examination*

A retest on the three Physical Science questions (III, VII, and XV) of the *Examination in General Education* was made at the close of the second quarter (March, 1949). All of the stu-

TABLE V  
CORRELATION COEFFICIENTS OBTAINED FROM SCORES ON *Examination in General Education*,  
*Watson-Glaser Tests*, AND *A.C.E. Psychological Examination*

Student Identifi- cation Number	Relative Rank Accord. to ACE Psychol. Score	Rank Accord. to Watson- Glaser	Rank Accord. to General Education Score	Relation between Watson-Gl. and Gen. Education		Relation between Psychol. and Gen. Education		Relation between Psychol. and Watson- Glaser	
				D	D <sup>2</sup>	D	D <sup>2</sup>	D	D <sup>2</sup>
55	1	3	1	2	4	0	0	-2	4
16	2	7	2	5	25	0	0	-5	25
79	3	1	8	-7	49	-5	25	2	4
25	4	4	3	1	1	1	1	0	0
3	5	6	4	2	4	1	1	-1	1
18	6	5	6	-1	1	0	0	1	1
13	7	2	7	-5	25	0	0	5	25
62	8	8	5	3	9	3	9	0	0
				13	118	5	36	8	60
Method		Coefficient Watson-Glaser and General Education		Coefficient Psychological and General Education		Coefficient Psychological and Watson-Glaser			
Rank difference		-0.416		0.598		0.303			
Method of Gains		-0.384		0.763		0.399			

dents whose tests are reported in this section were freshmen who took the *Examination in General Education* at the time of entrance (September, 1948). At the time of the retest the liberal arts students,<sup>1</sup> comprising 62 percent of the class, had just completed the physical science course. The four-year nursing students, comprising 38 percent of the class, took the retest at this time. Although they had not had the physical science course, they had just completed two quarters of general chemistry.

Tables VI, VII, and VIII summarize the data for each member of the three classes, two classes in physical science and one in general chemistry. The students are arranged in descending

<sup>1</sup> Note: The term "liberal arts student" is used merely as a term of distinction between the students in the nursing curriculum and all other students. Actually, the students in the collegiate nursing program receive a liberal arts background.

order of rank based on the national percentile rank according to the *A.C.E. Psychological Examination*. That the largest percent of gain was made by the mid-group in each class probably means that the instruction is directed to this level, and that the better students are not challenged enough, while the poorest students have material that is somewhat above their ability.

Question III of the general education examination dealt with the application of a principle of equilibrium to a chemical situation. It is doubtful whether these students at entrance had had much experience (some perhaps none) with problems of this type. Although the liberal arts students had a higher average score (about 6 percent) at entrance than the nursing students, the latter group which had taken chemistry but not physical science, had a slightly higher average score (about 2 percent) on the retest. The particular



TABLE VI

SUMMARY OF RETEST STUDY MADE OF SCORES OF NINETEEN STUDENTS IN SECTION I ON PHYSICAL SCIENCE QUESTIONS OF *Examination in General Education* MADE AT THE END OF THE COURSE IN PHYSICAL SCIENCE (MARCH, 1949)

Student Identification Number	Total Points Score and Rank on Physical Science Questions				D	D <sup>2</sup>
	Entrance Score	Entrance Rank	Retest Score	Retest Rank		
16	117	6	300	2.5	3.5	12.25
59	50	14	83	19.0	-5.0	25.00
65	83	8.5	117	18.0	-9.5	90.25
66	142	4	208	9.5	-5.5	30.25
37	75	11.5	200	2.5	9.0	81.00
34	83	8.5	200	12.0	-3.5	12.25
25	75	11.5	133	17.0	-5.5	30.25
3	75	11.5	217	7.5	4.0	16.00
63	33	15.5	275	5.0	10.5	121.25
53	108	7.0	300	2.5	4.5	20.25
72	75	11.5	183	14.0	-2.5	6.25
13	0	18.5	300	2.5	16.0	256.00
75	25	17.0	167	15.0	2.0	4.00
17	133	5.0	200	12.0	-7.0	49.00
70	150	3.0	267	6.0	-3.0	9.00
36	0	18.5	142	16.0	2.5	6.25
45	167	2.0	208	9.5	-7.5	56.25
7	175	1.0	217	7.5	-6.5	42.25
57	33	15.5	200	12.0	3.5	12.25

Note: Rank Difference Method:  $r = .24$

Method of Gains:  $r = .14$

Product Moment Method:  $r = .16$

situation in this question had not been used in either the physical science or the general chemistry courses.

Question VII of the general education examination required the ability to think in terms of graphical symbolism and to interpret data in a problem in astronomy. At entrance the liberal arts students had an average score on this question of 48 percent and the nursing students had 41 percent. On the retest the average score of the liberal arts students was 85 percent and the nursing group 71 percent, an increase of 37 percent and 30 percent respectively. The liberal arts students who had taken the physical science course had an advantage since required supplementary reading in astronomy should have given them some background, although

the particular problem was not discussed.

Question XV of the general education examination required the ability to interpret a diagram and to draw a conclusion from data given. This problem, which was also taken from the area of astronomy, was not a subject of study in the physical science course although here, again, the liberal arts students had an advantage. The average scores at entrance were 1.2 percent and 0 percent for the liberal arts and the nursing students respectively. On the retest the average scores were in the same order, 56.6 percent and 12.5 percent. This last question requires greater ability to do critical thinking than the two previous questions; and the small increase in the average score

TABLE VII

SUMMARY OF RETEST STUDY MADE OF TWENTY STUDENTS (SECTION II) ON PHYSICAL SCIENCE QUESTIONS OF *Examination in General Education* AT THE END OF THE COURSE IN PHYSICAL SCIENCE, MARCH, 1949

Student Identification Number	Total Point Scored and Rank on Physical Science Questions				D	D <sup>2</sup>
	Entrance Score	Entrance Rank	Retest Score	Retest Rank		
58	117	3	267	3.5	-0.5	0.25
85	58	10.5	83	19	-8.5	72.25
34	75	8	300	1	7	49.00
32	50	14.5	175	14	0.5	0.25
42	108	4.5	192	13	-8.5	72.25
48	50	14.5	233	6.5	8.0	64.00
62	0	19.5	275	2	17.5	306.25
86	175	1	142	17	-16.0	256.00
91	108	4.5	267	3.5	1.0	1.00
47	50	14.5	233	6.5	8.0	64.00
39	58	10.5	242	5	5.5	30.25
68	0	19.5	167	15	4.5	20.25
61	50	14.5	150	16	-1.5	2.25
10	75	8	200	11.5	-3.5	12.25
29	125	2	225	8.5	-6.5	42.25
76	50	14.5	75	20	-5.5	30.25
82	50	14.5	108	18	-3.5	12.25
23	25	18	200	11.5	6.5	42.25
9	92	6	208	10	-4.0	16.00
54	75	8	225	8.5	-0.5	0.25

Note: Rank Difference Method:  $r = .209$   
Method of Gains:  $r = .209$

of the nursing group, who during the two-quarter interim had had no experience at all in the area of astronomy, might be interpreted as a slight improvement in the ability to do critical thinking by a few.

It was hoped that some indication of the *reliability* of the physical science questions of the general education examination could be obtained by determining the reliability coefficient of correlation between the two sets of scores (entrance and retest). This correlation coefficient was calculated by the "Rank Difference Method"<sup>1</sup> and the "Method of Gains"<sup>2</sup> rather than from the "Prod-

uct Moment Method," since the number of students in each case was relatively small. The correlation coefficient for these groups was very low, varying from less than .10 to .21. Statistically, this would seem to indicate that we are not measuring what is purported to be measured; viz., effective methods of thinking. Of course, three questions are too small a number for a valid conclusion. Also, the correlation coefficient would not be high unless the students developed at about the same rate so that they retain their respective ranks in both tests.

A similar retest study was made by the communication staff and reported to the North Central Study Committee.

<sup>1</sup> H. E. Garrett, *Statistics in Psychology and Education*. New York: Longmans, Green and Co., 1926, pp. 190-95.

<sup>2</sup> *Ibid.*



TABLE VIII

SUMMARY OF RETEST STUDY MADE ON TWENTY-THREE NURSING STUDENTS ON PHYSICAL SCIENCE QUESTIONS OF *Examination in General Education* AT THE END OF TWO QUARTERS IN GENERAL CHEMISTRY, MARCH, 1949

Student Identification Number	Total Points Scored and Rank on Physical Science Questions				D	D <sup>2</sup>
	Entrance Score	Entrance Rank	Retest Score	Retest Rank		
79	117	2	200	5.5	-3.5	12.25
38	108	3	175	8.5	-5.5	30.25
26	50	14.5	117	15.5	-1.0	1.00
21	100	4.5	133	13.5	-9.0	81.00
81	100	4.5	200	5.5	-1.0	1.00
15	92	6	83	20	-14.0	196.00
30	50	14.5	200	5.5	9.0	81.00
52	50	14.5	117	15.5	-1.0	1.00
2	175	1	108	18	-17.0	289.00
40	25	19	75	21.5	-2.5	6.25
33	50	14.5	250	1.5	13.0	169.00
56	75	10	133	13.5	-3.5	12.25
89	0	21.5	200	5.5	16.0	256.00
8	50	14.5	208	3	11.5	132.25
73	0	21.5	250	1.5	20.0	400.00
71	83	8	175	8.5	-0.5	0.25
64	58	11	75	21.5	10.5	110.25
74	50	14.5	150	11	3.5	12.25
67	0	21.5	108	18	-3.5	12.25
69	0	21.5	25	23	-1.5	2.25
46	33	18	108	18	0.0	0.00
14	83	8	150	11	-3.0	9.00
78	83	8	150	11	-3.0	9.00

Note: Rank Difference Method:  $r = .021$   
Method of Gains:  $r = .089$ .

#### DEVELOPMENT OF THE SAINT XAVIER COLLEGE EXAMINATION IN GENERAL EDUCATION, PART II

The committee agreed that a longer test in general education was necessary in order to secure a better judgment of freshman competencies in the various areas. In 1949-50 the *Examination in General Education* was increased two-fold, and some of the original questions were revised for greater effectiveness. The items were then rearranged to form two sections which were considered comparable in number and type of items and in degree of difficulty.

They were to be administered in two periods of three hours each. The 1950 freshman class was the first to take the two parts of this examination. Two scores, one on each part, were given to each student. These scores on the two parts were correlated to give the reliability coefficient of the half-test, and by means of the *Spearman-Brown Formula*, the reliability coefficient for the whole test was calculated. These data appear in Table IX. An item analysis of each question in this examination was made. The analysis of the social science questions appears in Table III, page 398.

TABLE IX

SPLIT-TEST EVALUATION OF THE RELIABILITY COEFFICIENT OF THE PARTS AND WHOLE OF  
THE *Saint Xavier College Examination in General Education*

Correlation Between:	Reliability Coefficient of Half- Test	Reliability Coefficient of Whole Test	Mean	Std. Devia- tion In- tervals & Score	$\eta_{xy}$	$\eta_{yx}$	Std. Error of Correl. Coeffi- cient
Bio. Sci. Part I and Bio. Sci. Part II	.269	.423	38.12 54.12	23.53 18.14	.518	.361	.113
Comm. Part I and Comm. Part II	.462	.632	49.15 56.48	16.09 21.75	.564	.613	.097
Humanities Part I and Humanities Part II	.418	.579	35.89 27.08	11.66 13.08	.551	.501	.101
Phy. Sci. Part I and Phy. Sci. Part II	.243	.391	20.98 38.94	13.44 25.20	.333	.547	.114
Soci. Sci. Part I and Soci. Sci. Part II	.602	.751	30.19 30.19	10.40 12.60	.668	.766	.077
Gen. Educ. Av. Part I and Gen. Educ. Av. Part II	.553	.712	35.00 41.35	8.70 11.31	.657	.609	.084

*Section B: An Evaluation of the General Education Program Through a Study  
of the 1948-50 and the 1949-51 Freshman-Sophomore Classes*

The real purpose of the two test instruments, the *Saint Xavier College Examination in General Education* and the *Saint Xavier College Test of Reactions Involving Emotions*, was to provide tools to evaluate the general education program through a progress study of our students at the end of their sophomore year. In order that the students' development during the first two years in college might be measured, it was necessary to ascertain to what degree they had already achieved the objectives of the general education program before entering college. For this reason these same two tests were given to the students at the time of

college entrance that a base line might be established from which to measure the change that had taken place during the first two college years. To date, evaluations of the sophomore classes of 1949-50 and 1950-51 have been made. The sophomore scores obtained in the *Examination in General Education* administered in May, 1950, and May, 1951, were correlated with those obtained by the same students in September, 1948, and September, 1949, respectively. Table X summarizes these data. Table XI summarizes the change in scores on the *Examination in General Education*.

A partial analysis of the results ob-



TABLE X  
A COMPARISON OF THE CORRELATION COEFFICIENTS AND RATIOS  
FROM THE 1950 AND 1951 SOPHOMORE STUDIES

Tests	Corr. Coef.		Stan. Error Cor. Coef.		Mean		Std. Deviation		Val. of $xy$		Val. of $yx$	
	1948- 1950	1949- 1951	1948- 1950	1949- 1951	1948 and 1950	1949 and 1951	1948 and 1950	1949 and 1951	1948- 1950	1949- 1951	1948- 1950	1949- 1951
Ex. in Gen. Ed. Bio. Sci. Part	-.068	.485	.138	.126	49.0 65.89	45.52 60.47	16.68 18.90	22.23 18.14	.490	.597	.518	.841
Commun. Part	.430	.464	.113	.129	54.77 75.07	70.16 80.60	17.00 11.00	11.07 8.58	.489	.694	.594	.621
Human. Part	.068	.337	.138	.146	28.07 78.27	42.32 80.61	13.55 13.10	10.08 7.73	.388	.632	.419	.587
Phy. Sci. Part	.240	.376	.131	.141	30.01 57.7	25.6 53.76	16.65 24.43	16.04 18.55	.530	.473	.473	.521
Soc. Sci. Part	.439	.187	.112	.159	44.75 69.37	40.52 71.78	13.83 12.77	8.80 14.4	.561	.314	.567	.633
Ex. in Gen. Ed. Average	.392	.519	.117	.120	40.54 69.30	44.55 70.64	9.08 9.56	7.74 7.11	.558	.652	.557	.687

tained from the second instrument, the *Saint Xavier College Test of Reactions Involving Emotions*, is found in Tables XIV and XV.

#### COMMENTS ON CHANGES MADE IN SCORES ON

#### *Saint Xavier College Examination in General Education*

#### RECEIVED AT ENTRANCE AND AT THE END OF THE SOPHOMORE YEAR

#### *Communication*

In Communication, the average gain for each sophomore student was 17.7 percent in 1950, and 10.3 percent in 1951. In 1950, approximately 11 percent of the sophomores received lower scores than those they had received at entrance in September, 1948. In the 1951 retest, approximately 5.5 percent of the sophomores had scores lower than those achieved in 1949. One score was unchanged in the 1951 retest. The course in communication is completed one year previous to the sophomore retest.

In 1948, 6 percent of the freshmen were excused from one or both of the courses in Communication. Approximately  $33\frac{1}{3}$  percent of the students excused received the same or lower grades in the 1950 retest. In 1949, 25 percent of the freshmen were excused from both *Communication 101* and *102*. These students took *Writing for Publication*, a course which now runs through two semesters and which at the time carried six hours of credit. None of the excused students were among the 5.5 percent of the sophomores who received lower scores in 1951 than those they had achieved at the time of entrance in 1949.

The number of sophomore students receiving lower scores in 1950 was reduced 50 percent in 1951; but the average gain for sophomores was 7.4 percent less in 1951 than that in 1950. The fact that 25 percent of the 1949 and only 6 percent of the 1948 freshmen had already completed at entrance most of the requirements of the Com-

TABLE XI

SUMMARY OF THE CHANGES IN THE RESULTS OF THE FRESHMAN-SOPHOMORE STUDY OF 1948-50 AND OF THE FRESHMAN-SOPHOMORE STUDY OF 1949-51 BASED ON THE  
*Examination in General Education, 1948 Edition*

Tests	Scores in percent 1948-1950					Scores in percent 1949-1951				
	Range Pct.		Aver. Score		Percent of change 1950	Range Pct.		Aver. Score		Percent of change 1951
	1948 Fresh.	1950 Soph.	1948 Fresh.	1950 Soph.		1949 Fresh.	1951 Soph.	1949 Fresh.	1951 Soph.	
Ex. in Gen. Ed.										
Bio. Sci. Part	0-78	24-100	48.1	65.6	36.2	4-97	25-89	44.2	60.8	37.6
Commun. Part	24-88	35-94	54.8	72.5	32.2	45-88	49-95	69.9	80.3	14.8
Human. Part	0-63	37-96	26.6	77.6	191.7	21-68	64-98	41.7	86.0	106.2
Phy. Sci. Part	0-60	18-100	27.3	56.6	107.3	0-61	7-93	25.0	52.7	110.8
Soc. Sci. Part	11-68	41-100	44.4	68.5	54.2	11-54	22-89	40.2	71.4	77.6
Aver. of Part. Scores of Ex. in Gen. Ed.	24-63	48-89	40.4	69.0	70.8	31-61	50-81	44.3	69.2	56.2

munication course might have been a factor in the lower percent of average gain of the 1951 sophomore students. In the 1948 freshman group the scores, in percent, range from 24 to 88; in 1949, from 45 to 88 (see Table XI). According to these statistics, a greater number of the 1948 freshmen began with less of what was being tested than did the freshmen of 1949. That the 1949 group had less to gain than the 1948 students might have contributed to the decrease in the percent of the average gain of the 1951 sophomores.

Biological Science

The 1950 sophomore test showed an average gain of 17.5 percent for each student in biological science. There were 30.7 percent of the students who received scores below those achieved on the 1948 entrance test. Half of this group were nursing students who had not taken the general course in biological science but had taken one course each in general zoology, microbiology, general physiology, and human anatomy. The liberal arts students who received lower scores had taken no courses in biology. The decrease in scores ranged from 2 to 36 percent. The biological science course is completed a

year prior to the sophomore test. The average gain for each student in the 1949-51 Freshman-Sophomore Study in Biological Science was 16.6 percent. Sixteen and two-tenths percent of this sophomore class received lower scores than they did at the time of college entrance; 8 percent received the same score.

Humanities

Only one student in Humanities received a lower score in May, 1950, than in September, 1948. The decrease in this case was 3 percent. The average increase for each student in the Freshman-Sophomore Study, 1948-50, was 51 percent. This increase, which is considerably higher than that of the other courses, might be accounted for in part by the fact that all of the students took the general course in Humanities during both semesters of the Sophomore year, and were completing the course at the time the *Examination in General Education* was given to the sophomore group. The average increase for each student at the Freshman-Sophomore Study, 1949-51, was 44.3 percent. All of the sophomore students received a higher score in 1951 than they did at the time of entrance in September, 1949.



### *Physical Science*

In physical science, the average sophomore gain for each student was 29.4 percent in 1950 and 27.7 percent in 1951. In 1950, 7.7 percent of the students received a slightly lower score as sophomores than as freshmen (range of decrease was 1 to 3 percent), while 5.7 percent received a considerably lower score (range of decrease was 18 to 41 percent). One-half of the former group and one-third of the latter group were nursing students. The nursing students do not take the physical science part of the General Education Program; instead, they take ten semester hours of chemistry, five in general and five in organic. These chemistry courses are taken during the freshman year. In 1951, one student received a lower score as a sophomore than as an entering freshman. However, both scores were very low. The physical science course is completed fifteen months previous to the administration of the sophomore testing program.

### *Social Science*

The average change for each student in the 1948-50 Freshman-Sophomore Social Science Study was an increase of 24.1 percent. Seven and seven-tenths percent of the students received lower grades in May, 1950, than at the time of entrance in September, 1948. The decrease ranged from 1 to 7 percent. All of the students took the general course in the social sciences. The course had been completed one year prior to the sophomore retest. In the Freshman-Sophomore Study, 1949-51, the average change for each student was a gain of 31.2 percent. Five and four-tenths percent of the students received lower scores in May, 1951, than they did at the time of entrance, September, 1949. The decrease ranged from 6 to 13 percent. All of these students were completing the social science course at the time of the retest.

### *General Education Average*

The General Education Average score represents the average of the scores received in communication, social science, physical science, biological science and humanities. The 1950 sophomores showed an average gain per student of 24.6 percent in the General Education Average over the entrance score; the gain per student for the 1951 sophomores was 24.9 percent.

#### A COMPARATIVE STUDY OF THE CLASS RANKS OF FRESHMAN-SOPHOMORE STUDENTS 1948-50; 1949-51

A comparative study of the class ranks of freshman and sophomore students of 1948-50 and 1949-51, respectively, was based on data derived from the following tests:

1. *A.C.E. Psychological Examination*, 1948 and 1949 Editions respectively (administered at time of college entrance, September 1948; September 1949).
2. *General Education Examination*, 1948 Edition (administered at the time of college entrance, Sept. 1948; Sept. 1949).
3. *Saint Xavier College Examination in General Education*, 1948 Edition (administered in May, 1950 and May, 1951).
4. Average of Academic Grades for the Freshman-Sophomore Years, 1948-50, respectively; and 1949-51, respectively.

Consistency in academic rank based upon the data mentioned above was determined. Approximately 59 percent of the freshman and sophomore cases of 1948-50 showed consistency in class rank in all four examinations; 66 percent of the freshman and sophomore cases of 1949-51 were also consistent. Special interest was attached to the comparison of the class rank based on the *Saint Xavier College Examination in General Education* at the end of the sophomore year with the class rank of the freshman and sophomore grade-point average. Sixty-two percent of the freshman and sophomore cases of 1948-50 showed consistency in rank; 89 percent of the 1949-51 cases were consistent.

TABLE XII  
CLASS RANKS OF FIVE FRESHMAN-SOPHOMORE STUDENTS, 1948-50

Student Identification	A.C.E. Psych. Exam. Rank Sept., 1948	Gen. Educ. Av. Rank Sept., 1948	Gen. Educ. Av. Rank May, 1950	Grade-Point Av. Rank Freshman-Sophomore Yrs. 1948-50
3	12	16	9	15
16	3	2	8	3
52	22	21	25	22
62	37	13	27	9
70	22	8	15	38

Students 3, 16, and 52 in Table XII show consistency in rank based on the criteria above. Students 62 and 70 show inconsistency in rank based on the same criteria.

TABLE XIII  
CLASS RANKS OF FIVE FRESHMAN-SOPHOMORE STUDENTS, 1949-51

Student Identification	A.C.E. Psych. Exam. Rank Sept., 1949	Gen. Educ. Av. Rank Sept., 1949	Gen. Educ. Av. Rank May, 1951	Grade-Point Av. Rank Freshman-Sophomore Yrs. 1949-51
21	19	19	24	20
39	34	31	32	32
64	28	25	31	24
10	23	19	2	3
22	23	23	34	4

Students 21, 39, and 64 in Table XIII show consistency in rank based on the criteria above. Students 10 and 22 in Table XIII show inconsistency in rank based on the same criteria.

Table XII shows the class ranks of five students drawn from the freshman-sophomore group, 1948-50. Table XIII gives the class ranks of five students chosen from the Freshman-Sophomore group, 1949-51. In each table three examples show consistency in rank; two show inconsistency.

*Tentative Evaluation of Attitudes, Appreciations, Sensitivities, Interests, and Habits by Means of the Saint Xavier College Test of Reactions Involving Emotions*

The instrument, the *Saint Xavier College Test of Reactions Involving Emotions*, contained items intended to measure interests, appreciations, sensitivities, habits, and attitudes.

The items of the test have been

catalogued below under interests, appreciations, sensitivities, habits, and attitudes.

- I. Interests in
  - A. Academic subjects.
  - B. Leisure time activities.
    1. Places to visit.
    2. Reading of magazines.
  - C. Diversified experiences.
- II. Appreciations.
  - A. Painting.
  - B. Sculpture.
- III. Sensitivities to:
  - A. Social experiences.
  - B. Aesthetic experiences.
    1. Music.
    2. Art.
- IV. Habits of:
  - A. Health and personal hygiene.
  - B. Confidence in God.
  - C. Indecision.
- V. Attitudes.
  - A. Scientific attitudes.
    1. Open-mindedness.



- 2. Critical mindedness.
- 3. Intellectual honesty.
- 4. Habit of looking for causes.
- 5. Sensitivity to problems.
- B. Attitudes of responsibility.
  - 1. Social.
  - 2. Religious.
  - 3. Moral.
  - 4. Personal.

items comprising the test, but a few general statements will be made. The student was directed not to sign her name to this test, since it was believed that the responses would reveal more exactly the emotions, especially attitudes, if the test remained anonymous.

An improvement in social responsibility toward minority groups was indicated in the sophomore tests.

No attempt will be made here to give a complete analysis of the fifty-two

TABLE XIV  
(ITEM XLIII)  
CHANGES IN INTEREST IN LEISURE TIME ACTIVITIES (MAGAZINE READING) OBSERVED  
IN THE 1950 AND 1951 SOPHOMORE CLASSES

Magazines	1950 Sophomores									
	Choice According to Percent								% Rating Mag. below 4th ch.	
	First		Second		Third		Fourth			
	1948 (Fresh)	1950 (Soph)	1948 (Fresh)	1950 (Soph)	1948 (Fresh)	1950 (Soph)	1948 (Fresh)	1950 (Soph)	1948 (Fresh)	1950 (Soph)
<i>Reader's Digest</i>	36.3	28.9	24.2	16.3	19.4	16.7	14.5	8.5	4.8	29.6
<i>Life</i>	29.1	24.9	21.8	14.3	19.4	16.7	15.7	21.3	13.3	22.8
<i>Sat. Eve. Post</i>	12.1	5.9	23.0	14.3	25.4	14.5	16.9	14.9	19.4	50.3
<i>Ladies' Home Jour.</i>	16.4	3.8	16.4	10.2	17.6	16.7	23.9	14.9	25.2	54.4
<i>American</i>	10.4	15.4	3.0	18.4	7.5	12.5	3.0	10.6	10.4	43.1
<i>Red Book</i>	3.1	3.8	7.7	2.1	3.1	8.2	10.7	6.4	89.3	80.4
<i>Atlantic Monthly</i>	1.6	15.4	6.5	8.2	0.0	4.2	4.9	10.6	86.4	61.6
<i>Commonweal</i>	0.0	1.9	8.2	16.3	6.5	10.4	4.9	12.8	79.9	58.6
<i>Pic</i>	0.0	0.0	0.0	0.0	1.8	0.0	3.5	0.0	94.8	100.0

Magazines	1951 Sophomores									
	Choice According to Percent								% Rating Mag. below 4th ch.	
	First		Second		Third		Fourth			
	1949 (Fresh)	1951 (Soph)	1949 (Fresh)	1951 (Soph)	1949 (Fresh)	1951 (Soph)	1949 (Fresh)	1951 (Soph)	1949 (Fresh)	1951 (Soph)
<i>Reader's Digest</i>	40.0	34.2	21.3	10.5	9.3	21.1	8.0	7.9	21.2	26.3
<i>Life</i>	17.7	26.3	21.3	18.4	14.6	21.1	13.3	7.9	33.3	26.2
<i>Sat. Eve. Post</i>	17.3	5.3	20.0	15.8	16.0	7.9	20.0	26.3	26.6	44.7
<i>Ladies' Home Jour.</i>	6.6	2.6	13.2	10.5	29.3	15.8	13.2	7.9	37.0	63.2
<i>American</i>	5.3	13.2	4.0	21.1	8.0	7.9	12.0	13.2	73.3	60.5
<i>Red Book</i>	4.0	22.6	6.6	2.6	4.0	2.6	4.0	5.3	81.3	86.9
<i>Atlantic Monthly</i>	2.6	5.3	1.3	10.5	4.0	7.9	12.0	7.9	82.6	68.4
<i>Commonweal</i>	2.6	10.5	9.3	10.5	5.3	15.8	8.0	18.4	81.2	44.7
<i>Pic</i>	0.0	0.0	1.3	0.0	2.6	0.0	4.0	2.6	92.0	97.4

TABLE XV

CHANGES IN ATTITUDES OF SOCIAL RESPONSIBILITY IN THE AREA OF COMMUNITY HEALTH  
DURING FRESHMAN-SOPHOMORE YEARS, 1948-50 AND 1949-50

Issues and Attitudes	1948 (Fresh.)	1950 (Soph.)	1949 (Fresh.)	1951 (Soph.)
<i>Right to refuse child school entrance before vaccination for smallpox.</i>				
Agreed.....	57.9	65.2	62.5	65.8
Disagreed.....	26.1	4.1	28.4	15.8
Uncertain.....	15.9	30.7	9.1	18.4
<i>Right to separate child from parent with open case of tuberculosis.</i>				
Agreed.....	62.5	65.4	55.9	73.7
Disagreed.....	28.4	18.4	28.1	10.5
Uncertain.....	9.1	16.5	15.9	15.8
<i>Right to quarantine for communicable disease.</i>				
Agreed.....	92.0	98.1	90.0	97.4
Disagreed.....	5.6	1.9	7.7	2.6
Uncertain.....	2.2	0.0	2.3	0.0
<i>Right to require test for syphilis before marriage.</i>				
Agreed.....	92.1	100.0	94.1	97.4
Disagreed.....	4.5	0.0	4.5	0.0
Uncertain.....	3.4	0.0	1.4	2.6
<i>Right to require silver nitrate for newborn babies' eyes.</i>				
Agreed.....	55.7	75.3	55.9	71.0
Disagreed.....	33.0	25.0	32.8	5.3
Uncertain.....	11.4	0.0	11.4	23.7

However, no direct evidence can be cited to show that this changed attitude was carried into the students' daily lives.

That the students' gullibility decreased was evidenced by an improvement in their ability to criticize advertisements. The fact that the students were two years older at the time of the retest might account for some of this change.

Two years of college did not change essentially the academic interests of the two classes studied. The subjects that the students ranked highest both at entrance and at the end of the sophomore year were mathematics, chemistry, literature, biology, and history. Data indicated that the interest in foreign languages remained rather low.

The data on two specific items are

included in this report. (See Tables XIV and XV.) One item is concerned with interest in leisure time activities and the other with social responsibility in the area of community health.

Item XLIII was intended to determine the reading *interest* in a number of magazines. The two classes as sophomores showed an increased reading interest in *American*, *Atlantic Monthly*, and *Commonweal*, though the *Reader's Digest* and *Life* were still their first and second choices respectively.

From the sophomore responses to community health, there was in each case an increase over the freshman responses in the number of students who agreed that certain state rights have authoritative dominance over individual rights. The percent of "uncertainty" increased in several instances.



## CONCLUSIONS

What conclusions is it possible to draw after three years' effort to evaluate our test instruments and the progress made by our students as a result of the revised general education program? What effect has the study had upon our program as a whole? What effect has it had upon our faculty? What are some of the steps which lie ahead?

Any program must be evaluated in the same terms in which it has been defined. Since an attempt has been made to develop our general education program on the basis of behavioral objectives<sup>1</sup> then it must be evaluated in terms of behavioral objectives. This task is much more difficult than to evaluate a program defined in terms of content objectives only. An evaluation based on behavioral objectives demands more than the measurement of the acquisition of knowledge and the development of mental processes. A complete evaluation would have to include a careful study of the attitudes, the motives, and the drives, which, after all, are important determinants of action. The fact that these are hidden, sometimes even from the students themselves, makes the problem that much more difficult.

So far only a very small beginning has been made in the evaluation of our program. The assumption has been made that a person is *more apt* to act in a manner expected of an educated person if his training has sought to develop (1) understanding of basic principles and values and (2) abilities to do critical thinking. To define problems, to gather data, to apply principles, and to draw conclusions, etc. are some of these abilities. (See page 386 for a more complete listing.)

<sup>1</sup> The term *behavioral objectives* is used in the sense of objectives which are two dimensional, involving both content and expected behavior.

The fact that a person is in full possession of these desirable understandings and abilities is no assurance that he will act in real life issues in accordance with them. It is the desirable behavior, however, that is the ultimate criterion of the effectiveness of any program. A thorough evaluation would have to encompass, therefore, the whole life span. How much success or failure can be attributed to any college program is problematic. To evaluate properly a program based on behavioral objectives is probably well nigh impossible; yet "fools rush in where angels fear to tread."

*Attempts to Standardize the  
Test Instruments*

Our evaluation has not gone beyond the pencil-paper stage. So far it has sought to determine if (1) the instrument *Examination in General Education* is capable of measuring critical thinking and the extent to which our students have progressed in that ability; and (2) if the instrument *Test of Reactions Involving Emotions* is capable of measuring attitudes, appreciations, habits, and interests and our students' growth in these areas as a result of our general education program.

To determine if the first test instrument was capable of measuring critical thinking, data were obtained from item analyses and from correlation studies for reliability and validity coefficients.

In the study on item analysis, it was assumed that if the correlation coefficient was .20 or better that the item had discriminatory value. Correlation coefficients for the items in *Examination in General Education* were determined from the entrance and sophomore scores for two classes. Over six hundred of these correlations were made. With some items, the correlation

coefficient indicated that the item had good discriminatory value at both levels and with both classes; other items showed such value at the entrance level but not at the sophomore level. With other items, there was no general agreement. Some items appeared to possess discriminatory value with one class but not with the other; at one level with one class and at another level with the other. It appears, then, that a test item can have discriminatory value at one level and not at another; with one class and not with another. While the item analysis is a technique found to be helpful in writing examination items, it is believed that too much emphasis should not be placed on the numerical value of the correlation coefficient.

So far only a limited amount of data has been accumulated that can be used to determine the reliability and the validity of the test instrument. To date one opportunity has presented itself—by means of the split-test technique—to establish its reliability. The results show quite a variation for the different parts of the test. The reliability correlation coefficient for the test as a whole was .712. This evidence, based only on the split-test, is not considered sufficient for establishing the reliability factor. We have been handicapped in our attempts to establish the validity of this test instrument by the fact that, as far as we could ascertain, there were no standardized tests of critical thinking available for correlation with our instrument. Our use of the *Watson-Glaser Tests* for this purpose has already been discussed.

It was not possible statistically to establish the reliability and validity of the second test instrument, *Test of Reactions Involving Emotions*. In the first place, the test items on the whole were not right or wrong in the same

sense as those in the first instrument. The validity of the test had to be established, therefore, on the basis of the committee's judgment as to what constituted the best answer. Our purpose was to discover at the time of entrance the appreciations, attitudes, habits, interests, and sensitivities of the entering freshman class and then to measure the degree of progress made by the class at the end of the sophomore year. We would have liked to have had these results for each student but we decided to sacrifice them to anonymity in the belief that students would answer more honestly if they did not have to sign their names.

#### *Measuring Student Growth*

The statistics show that the average growth per student expressed in percent, as measured by the *Examination in General Education*, during the first two college years varied from 17 to 51 percent in the different areas; the statistics also show that from about 5 to 17 percent (with one exception, when it reached 30 percent) of the students received the same or lower scores at the end of the sophomore year than at college entrance.

Both sophomore studies showed that more students in the biological science than in the other areas received a lower score at the end of the sophomore year than as entering freshmen. In 1950 there were 30 percent of the students receiving lower scores as sophomores than as entering freshmen; and in 1951 there were 24.2 percent who did not better their scores. The course in the biological sciences was not a new course as were all of the others; it was a modified form of the previous survey course. Is this evidence that students tend to forget facts more quickly, if they are studied apart from application?

There are two questions that might



be asked: Does this average growth represent a substantial gain for a two-year college period? Why did not all the students improve their scores after two years in college? Undoubtedly several factors could enter into the answer to the latter question. Could one be, that in some cases the student has reached a plateau in her mental growth, and "taking courses" does not improve her ability to synthesize facts and make application? If the examination contains items requiring application of knowledge, it could well happen that no change in mental growth would be registered.

As we stated earlier the results obtained from the second instrument, *Test of Reactions Involving Emotions*, cannot be treated statistically as in the case of the first. Because of the anonymity of the test, as was explained, changes in the individual student cannot be followed. However, evidence of group growth in desirable attitudes was obtained. Better evidence of changes in attitudes, appreciations, interests, and habits probably could be obtained through anecdotal records which have not as yet been employed in our evaluation.

#### *Evidence of Integration*

One of our major concerns has been integration within the five areas of the general education program. Each of the general courses deals with problems peculiar to its field and each introduces the students to its own terminology and techniques. However, if our general education program represents a unified educational experience for all Saint Xavier College students, there should be no barriers between the broad fields of learning included in the general education curriculum.

The report indicates that there are certain evidences of integration within the program. We accept the theology-

philosophy program as the "frame-of-reference" for the total Saint Xavier College curriculum, because it encompasses all of the disciplines that contribute to the broadening influences of the general education program. The extent to which it actually functions as an integrating factor varies with the areas of subject matter and with the individual instructors. Because Catholic theology and philosophy is organized and definite, the instructor in biology, for example, is conscious of definite theological and philosophical principles. So is the instructor in psychology, in sociology, actually in all of the areas although some lend themselves more easily to direct integration than do others. And while our faculty does have a strong unity in these basic tenets, the actual integration varies as has been said with the individuals and with the various areas of subject matter. A definite sign of awareness of this problem of integration is the fact that members of the faculty have voluntarily enrolled in the theology courses both during the school year and the summer session.

Certain instructional methods and techniques are also common integrating factors: (1) The purely lecture technique has been replaced to a great extent by one that provides for more student participation. (2) The general courses are based on the problem method approach. (3) The use of a set of common skills, abilities, and techniques helps the student develop "intellectual habits" which she can apply when she comes in contact with substantive problems.

To date there have been four formal programs of integration through subject matter. At the end of each academic year, beginning in 1948, a problem was selected that had facets in each of the general education areas. The communication staff, in coopera-

tion with the staffs in the physical, biological, and social sciences, directed the gathering of data, the writing of papers, the presentation of panel and round table discussions, and the development and administration of listening tests.

Within the last five years, most of the faculty have gained an intelligent appreciation of the general education program. They realize that the program is not an attempt to minimize specialization but rather is designed as a comprehensive foundation on which to build specialization.

An excellent example of integration within the general education program is the informal day-by-day effort on the part of most of the faculty to encourage the students to relate the knowledge gained in one general course to that acquired in the other general education areas. The students on the upper level, too, are frequently called upon to compare, to contrast, to appraise, and to apply their more specialized knowledge with that acquired in the general education program. This is proof to the student that there is a great unification within her total academic program, and she realizes that much intellectual stimulus can be gained from its broadening influences.

The frequent references, direct and indirect, to theology-philosophy as a "frame-of-reference" for the total program is a strong integrating factor. Because of it, the student envisions her education as that process which takes in the "whole aggregate of human life."

#### *Plans for New Areas of Study*

Since our program is not fixed, our task is not complete. The general education courses, by their very nature problematic, are subject to constant revision. The faculty recognizes that there is repeated need to improve

evaluative devices and to develop additional devices for evaluation purposes. In order that the Study on General Education continue profitably, three committees have been appointed: a permanent standing committee on general education; a committee to make an alumnae study; and a committee assigned to investigate in detail the upper-level academic program.

The North Central Study Committee on Evaluation will be the "on-campus permanent standing committee." It is to be composed of the teaching personnel in the five general education areas, with the Dean and the assistant Dean *ex officio* members. In regular workshop committee meetings it will have the opportunity to discuss current materials, methods, and trends in general education. It will be the group best qualified to study the local problems in general education, such as the selection of material to be presented and analyzed in each of the general courses; new and improved methods of integration of course content; tests and testing programs; and evaluation of test results.

During each semester, a faculty seminar, with a member of the general education staff as chairman, will be a means of keeping the faculty as a whole informed of current trends in general education. Faculty members who do not teach in the general education program will be invited to those general education committee meetings that might be of interest to a particular group. The general education staff, however, will not confine itself to the limitations of in-service training but will be encouraged to continue its participation in off-campus studies, workshops, and meetings devoted to general education.

Under a group of faculty members, an alumnae study will be initiated to determine, as far as possible, how the



young women who have taken our general education program are adjusting to life situations and how effectively they are using their leisure time. As has been pointed out, our general education program cannot be judged adequately while our students are on campus. To measure how well they learned the lesson, that general education does not terminate at the end of the sophomore year or at the end of a senior year, will be the task of this committee. If as a result of this study, our alumnae seem to give evidence of habitually thinking, acting, and judging in the light of immediate and ultimate principles, it may be assumed that part of the credit reflects on the foundation which the general education program has afforded.

A natural outgrowth of our General Education Study has been the growing consciousness of a need to begin a study of the effectiveness of our divisional programs. A faculty committee appointed in September, 1951, has been given this responsibility. Its plans are only in the formative stage at this time. With the experience obtained during the past six years, however, the attack on this problem will probably be more direct than might otherwise have been expected. The committee proposes to analyze the present status of our divisional programs, explore new trends, and make recommendations for improvement.

We have already suggested throughout this report that we are merely explaining our progress up to this point. We are not yet certain that the test instruments which we have constructed to evaluate the progress of our students under the revised general education program are valid and reliable. We realize that the process of insight into the potentialities for integration within our program has barely begun. Since the beginning of

the Study, the faculty as a whole has participated in a series of seminars designed to bring about an awareness of the integrating principles potential in the program. We believe that similar procedures to insure continuous in-service training of our faculty in this area are needed.

Large tasks lie ahead. The bringing of the upper-level program into line with our revised general education objectives is in itself a project that will require a great amount of time and effort. So will the study of our end product—the Alumnae. Probably the best we can say is that we are working at these problems. And, of course, we do not expect to see the day when we can rest content in the assurance that now our educational program is all that it should be and that we are doing everything that we can for our students.

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# STATISTICAL INFORMATION CONCERNING SECONDARY SCHOOLS ACCREDITED BY THE ASSOCIATION FOR 1950-51

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IN THE TABLES which follow are presented data gleaned from the annual reports of member secondary schools for 1950-51, as summarized for the several states. The items included in the summary are drawn from Report Form A1, the annual report on Regulations. An analysis of findings in the two reports dealing with the Criteria—Report Form A2, a brief annual report on the five Criteria and Report Form A3, the Special Report on Criterion 2—would undoubtedly have been valuable in revealing trends in the qualitative aspects of school development in North Central territory. Unfortunately staff was not available for summary and analysis of these reports either in the offices of State Chairmen or by the Secretary of the Commission.<sup>1</sup>

The total number of member schools in 1950-51 shows an increase of 13. The actual increase is greater than that revealed in these totals, since the 1950 figures included 34 schools from Montana. Apparently the junior high school movement continues to develop since the number of schools organized on the 4 year basis shows a drop of 36 and those organized on a 6 year basis, a drop of 9. The number of 3 year schools has been increased by 31.

<sup>1</sup> The current summaries are limited in one other respect. While the summaries submitted by State Chairmen were organized to reveal the situation in the state for schools in four categories of size as well as for all schools of the state, only the figures for all schools are presented here. On account of publication costs, it has been necessary for the editor of the *QUARTERLY* to limit publication of the complete report of secondary schools to five year intervals. Complete data for 1949-50 were presented in the *QUARTERLY* for April, 1951. Comparable data for earlier years will be found in the various issues of the *QUARTERLY* (usually the January or April issue) or prior to 1926 in the annual *Proceedings* of the Association.

After a consistent decrease since 1948, the total enrollment is up by 18,143 since 1950, an increase greater than can be explained by the increase in membership in the Association. Increased enrollment is shown in grades 7, 9, 10, and 11, while grades 8 and 12 enroll fewer pupils than last year. While the decrease of number of pupils in the senior year is smaller than in 1950 or in 1951, it is still appreciable. The draft can scarcely explain this fact since pupils in high school are not drafted unless they have passed their twentieth birthday and draft boards, in general, have encouraged completion of high school graduation even for those eligible for the draft. It would seem appropriate for schools, generally, to make serious studies of holding power and to increase efforts to make high school graduation an attractive goal.

The average enrollment again shows a slight increase to 482.52. This may be, in part, a factor of increased enrollment but probably also reflects the movement toward reorganization of school districts.

It may be worth-while to point out that the number of new staff members exceeds that of teachers not returning by almost 2000; that the median pupil teacher ratio has been reduced from 19.8 in 1950 to 18.6; that the provision of librarians and the extent of preparation in library science show a healthy increase; that preparation of new staff members is, in general, more adequate than in 1950 (although there were still 444 new teachers without bachelor's degrees); and that there is an appreciable increase in the salary level.

SUMMARY OF THE 1950-51 ANNUAL REPORTS OF ALL SECONDARY SCHOOLS

States	Number of Schools		School Organization					Grade 7			Grade 8			Grade 9			Grade 10		
	Public Private Total		Years Included					Boys Girls Total			Boys Girls Total			Boys Girls Total			Boys Girls Total		
			Six	Four	Three	Other													
1. Arizona	47	0	47	3	38	3	3	108	96	204	115	107	222	3,229	3,318	6,547	3,441	3,605	7,046
2. Arkansas	85	4	89	45	27	14	3	1,922	1,940	3,862	2,824	1,881	3,705	3,718	2,797	5,515	4,146	4,549	8,695
3. Colorado	91	11	102	15	55	18	14	654	629	1,283	687	704	1,391	3,666	3,573	7,239	5,960	6,137	12,097
4. Illinois	391	97	488	8	460	15	5	268	252	520	268	273	541	40,098	42,631	82,729	38,351	39,122	77,473
5. Indiana	162	8	170	62	89	13	6	2,365	2,211	4,576	2,494	2,365	4,859	12,815	12,449	25,264	13,859	13,353	26,412
6. Iowa	156	15	171	13	86	31	41	748	653	1,401	694	736	1,430	5,513	5,546	11,059	8,696	9,018	17,714
7. Kansas	192	15	207	36	145	24	2	1,067	984	2,051	1,026	1,000	2,026	5,437	5,275	10,712	8,526	8,439	16,965
8. Michigan	217	29	246	55	121	57	13	2,274	2,214	4,488	2,807	2,733	5,540	14,595	15,117	29,712	24,635	26,744	51,379
9. Minnesota	97	24	121	2	28	91	0	41	39	80	31	31	62	2,513	2,131	4,144	0,228	9,600	18,718
10. Missouri	126	48	174	24	119	16	15	857	794	1,651	973	931	1,904	8,831	8,939	17,770	10,293	10,587	20,880
11. Nebraska	148	13	161	0	144	17	0	0	0	0	0	0	0	4,786	4,644	9,430	5,672	5,677	11,349
12. New Mexico	43	1	44	13	19	11	1	464	439	903	414	451	865	1,701	1,602	3,303	1,823	2,880	5,703
13. North Dakota	61	4	65	11	44	6	4	161	161	322	251	202	453	1,042	1,457	2,499	1,841	1,946	3,787
14. Ohio	389	36	425	208	151	51	15	7,051	7,676	14,727	8,293	7,852	16,145	22,454	23,600	46,054	20,500	30,688	60,188
15. Oklahoma	130	4	134	6	70	56	1	209	205	414	174	187	361	2,862	2,711	5,573	7,862	8,046	15,908
16. South Dakota	77	2	79	2	63	7	7	15	7	22	10	8	18	2,004	2,093	4,097	2,328	2,571	4,899
17. West Virginia	159	2	161	103	43	15	0	4,634	4,514	9,148	4,152	4,188	8,340	7,829	7,912	15,741	9,678	10,494	20,172
18. Wisconsin	129	25	154	19	94	33	8	638	589	1,227	657	566	1,223	8,867	8,742	17,609	13,604	13,793	27,397
19. Wyoming	30	1	31	12	18	1	0	333	316	649	291	304	595	1,220	1,323	2,543	1,338	1,317	2,655
Dep. Schools	18	0	18	10	8	0	0	121	112	233	128	95	223	281	305	586	261	238	499
Totals: 1951	2,748	339	3,087	647	1,822	479	138	23,930	23,831	47,761	25,289	24,614	49,903	151,961	156,165	308,126	201,042	208,894	409,936
Totals: 1950	2,736	338	3,074	656	1,858	445	115	23,855	22,338	46,193	25,609	24,915	50,524	152,335	154,541	306,876	195,835	204,849	400,684
Totals: 1949	2,737	319	3,056					22,202	21,087	43,289	24,020	23,553	47,573	146,576	149,110	295,686	189,327	197,849	387,176
Totals: 1948	2,720	319	3,039					20,200	19,387	39,587	21,776	21,807	43,583	143,229	145,838	289,067	194,493	202,608	397,191
Totals: 1947	2,691	334	3,025					40,108					43,993			295,813			412,313
Totals: 1946	2,701	324	3,025					40,256					43,845			313,108			428,502



States	Enrollment in Grade 7 through Post-Graduate Work—(Continued)											Number of Graduates in 1950	
	Grade 11			Grade 12			Post-Graduate			Total Enrollment			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1. Arizona	2,837	2,874	5,711	2,352	2,475	4,827	33	27	60	12,115	12,502	24,617	523.8
2. Arkansas	3,486	4,026	7,512	3,579	4,086	7,665	3	9	12	17,678	19,288	36,966	416
3. Colorado	4,986	5,232	10,218	4,338	4,476	8,814	50	30	80	20,341	20,781	41,122	403.1
4. Illinois	32,768	33,220	65,988	30,958	32,012	62,970	112	309	511	142,023	149,826	291,749	590.8
5. Indiana	11,410	11,134	22,544	9,824	9,956	19,780	279	189	468	52,246	51,597	103,843	610.8
6. Iowa	7,601	8,102	15,703	6,884	7,331	14,215	87	43	127	30,223	31,425	61,648	360.51
7. Kansas	7,558	7,749	15,307	6,733	7,108	13,841	235	196	431	30,382	30,751	61,333	296.4
8. Michigan	20,446	23,347	43,793	17,599	20,159	37,758	513	556	1,069	82,869	90,870	173,739	706.25
9. Minnesota	7,931	8,734	16,665	7,151	8,034	15,185	25	27	52	26,220	28,686	54,906	453
10. Missouri	8,614	9,577	18,191	8,039	8,335	16,374	18	10	28	37,625	39,173	76,798	441.4
11. Nebraska	5,365	5,583	10,948	4,634	5,014	9,648	1	2	3	20,465	20,872	41,337	256.7
12. New Mexico	2,316	2,401	4,728	1,832	1,922	3,754	18	21	39	9,578	9,717	19,295	438.5
13. North Dakota	1,485	1,839	3,324	1,469	1,660	3,129	2	6	8	6,251	7,771	13,522	208
14. Ohio	24,497	26,113	50,610	21,227	23,005	44,232	249	162	411	113,271	119,096	232,367	546.7
15. Oklahoma	6,565	6,689	13,254	5,535	5,997	11,532	31	22	53	23,238	23,857	47,095	352.9
16. South Dakota	2,031	2,320	4,351	1,682	2,059	3,741	33	8	41	8,103	9,066	17,169	217.32
17. West Virginia	7,726	8,768	16,494	6,371	7,268	13,639	38	41	79	40,428	43,185	83,613	519.3
18. Wisconsin	11,815	12,737	24,552	10,741	11,432	22,173	381	273	654	46,322	47,859	94,181	611.5
19. Wyoming	1,172	1,205	2,377	1,035	1,063	2,098	10	11	21	5,399	5,539	10,938	352.84
Dep. Schools	216	187	403	187	167	354	1	6	7	1,198	1,110	2,305	128
Totals: 1951	172,835	181,838	352,673	152,170	163,559	315,729	2,219	1,885	4,104	727,072	762,471	1,489,543	482.52
Totals: 1950	167,034	178,481	346,415	151,476	164,896	316,372	2,427	1,909	4,336	719,471	751,929	1,471,400	478.7
Totals: 1949	167,126	180,726	347,852	153,967	168,462	322,429	2,458	1,250	3,708	706,109	741,072	1,448,181	473.88
Totals: 1948	174,934	186,409	361,343	156,404	173,384	329,788	3,937	1,799	5,646	714,973	751,232	1,466,205	485.11
Totals: 1947			370,876			323,988			9,796		1,496,120		494.60
Totals: 1946			359,392			300,988			4,068		1,490,699		492.80

States	Pupils Graduating in Less Than		Length of Year in Days Taught in 1950-51										Schools Reporting Inadequate Clerical Help		Schools Reporting Inadequate Custodial Service	
	4 yrs. in 4-yr. H.S.	3 yrs. in 3-yr. H.S.	Less than 170	170 to 171	171 to 172	172 to 173	173 to 174	174 to 175	175 to 177	177 to 179	179 to 180 or more	No.	Percent	No.	Percent	
1. Arizona	40	53	0	1	21	16	6	3	0			1	2.13	1	2.13	
2. Arkansas	86	59	0	0	28	33	19	7	2			4	8.3	1	.25	
3. Colorado	38	88	1	1	17	17	24	15	27			5	4.9	1	.98	
4. Illinois	504	121	2	0	8	39	71	103	265			6	1	6	1	
5. Indiana	714	81	4	3	14	29	62	20	38			7	4.1	8	4.7	
6. Iowa	47	79	1	0	6	3	9	19	133			3	1.75	6	3.5	
7. Kansas	26	44	0	0	26	68	64	19	30			39	19	2	.009½	
8. Michigan	31	23	2	1	14	14	12	27	176			16	.065	2	.009	
9. Minnesota	4	12	7	7	49	17	8	15	18			13	10.7	1	.1	
10. Missouri	578	14	0	0	9	29	55	27	54			12	18.4	7	16.87	
11. Nebraska	128	15	2	0	4	10	77	23	43			16	.009	4	.024	
12. New Mexico	15	6	0	0	16	4	6	1	17			3	6.8	1	11.1	
13. North Dakota	15	0	1	1	14	17	25	0	7			14	.215	1	.015	
14. Ohio	412	188	5	9	41	107	112	20	131			37	8.7	6	1.4	
15. Oklahoma	24	45	0	0	1	18	56	18	41			10	.14	3	.02	
16. South Dakota	46	29	0	0	11	21	22	12	13			14	17	1	1	
17. West Virginia	128	60	2	0	16	51	77	11	4			40	.31	10	.06	
18. Wisconsin	396	121	0	0	17	29	26	7	75			12	7.8	1	.64	
19. Wyoming	26	4	0	0	4	11	11	1	4			2	6.5	1	3.2	
Dep. Schools	1	0	0	0	8	4	0	0	6			0	0	0	0	
Totals: 1951	3,259	1,042	27	23	324	537	742	348	1,084			254	.082	63	.020	
Totals: 1950																
Totals: 1949	4,422	1,221	45	27	370	550	602	331	1,179			305	9.9	64	2.1	
Totals: 1948			15	18	342	528	677	349	1,122							
			160	77	389	615	644	372	866							



States	School Library													
	Librarians		Preparation of Librarians Hours in Library Science					Per Pupil Expenditure						
	Full Time	Part Time	None	1-5	6-15	16-23	24 or more	Less than \$0.50	\$0.50 to 0.99	\$1.00 to 1.49	\$1.50 to 1.99	\$2.00 to 2.49	\$2.50 to 2.99	\$3.00 or more
1. Arizona	47	23	3	3	19	6	21	0	2	5	17	7	6	10
2. Arkansas	46	46	10	3	34	22	23	0	11	37	18	6	7	10
3. Colorado	102	74	28	18	29	8	32	2	10	26	16	20	7	21
4. Illinois	487	242	109	85	150	75	238	0	62	129	84	73	56	84
5. Indiana	170	84	5	4	7	37	136	4	13	63	42	12	13	21
6. Iowa	166	149	49	41	63	15	33	2	9	55	27	31	15	31
7. Kansas	90	115	23	28	109	33	41	0	12	38	41	24	26	66
8. Michigan	182	138	61	24	65	43	127	13	37	58	46	31	21	39
9. Minnesota	89	39	1	2	29	12	96	0	5	36	29	15	13	23
10. Missouri	170	95	46	19	78	24	54	1	25	38	33	25	20	28
11. Nebraska	31	130	67	83	47	13	22	1	11	30	42	37	10	30
12. New Mexico	44	20	8	4	9	8	20	0	6	9	12	9	3	5
13. North Dakota	68	47	12	11	35	3	5	0	7	22	15	10	3	6
14. Ohio	220	202	129	39	80	45	217	6	70	156	85	45	25	38
15. Oklahoma	44	89	14	12	60	18	25	0	12	39	25	23	13	19
16. South Dakota	77	69	8	27	37	12	4	1	4	19	13	15	7	20
17. West Virginia	161	69	11	19	57	26	58	8	67	65	13	3	1	4
18. Wisconsin	154	83	7	16	61	34	71	1	21	56	35	22	9	9
19. Wyoming	34	26	5	5	12	3	10	0	0	9	10	3	2	7
Dep. Schools	6	12	8	4	3	0	10	0	0	0	1	0	2	15
Totals: 1951	2,388	1,752	604	447	984	437	1,243	39	384	890	604	411	259	486
Totals: 1950	1,670	2,130	892	463	883	333	1,181	73	559	864	589	366	201	434
Totals: 1949	1,568	1,805	858	393	797	256	1,060	0	613*	903	546	380	191	391
Totals: 1948	1,591	2,282	1,166	558	836	263	1,078	115	619	952	492	321	186	331

\* Less than \$1.00.

States	Number of Schools with Various Pupil-Teacher Ratios											Educational Staff										
												Not Returning		New to School		Preparation of New Members						
	Less than 14.1	14.1 to 16.0	16.1 to 18.0	18.1 to 20.0	20.1 to 22.0	22.1 to 24.0	24.1 to 26.0	26.1 to 28.0	28.1 to 30.0	30.1 or more	Men	Women	Total	Men	Women	Total	Ph.D.	M.A.	Bachelor	No Degree	Less than 15 hrs. in Ed.	Inadequate Prep. in Tchgr. Field
1. Arizona	7	5	6	11	6	7	5	0	0	0	98	80	178	149	91	240	4	76	160	0	2	18
2. Arkansas	5	5	9	10	23	17	10	4	5	1	158	208	366	204	213	417	0	77	332	8	15	20
3. Colorado	13	12	19	18	13	13	6	5	3	0	194	226	420	261	212	473	0	96	370	5	5	26
4. Illinois	122	41	72	71	57	65	39	11	10	0	766	1,084	1,850	946	1,122	2,068	63	3,865	2,691	318	15	31
5. Indiana	11	9	18	31	39	39	19	2	2	0	270	323	593	452	336	788	1	191	591	5	9	29
6. Iowa	27	24	40	32	30	12	5	0	1	0	296	351	647	419	308	727	3	137	579	8	39	37
7. Kansas	70	37	33	30	14	12	4	2	4	1	286	383	669	440	345	785	1	136	645	3	4	9
8. Michigan	12	4	18	31	43	55	42	23	12	6	371	616	987	596	576	1,172	3	317	844	8	25	40
9. Minnesota	23	8	8	27	22	18	13	0	1	1	135	297	432	214	270	484	1	75	407	1	3	9
10. Missouri	25	15	22	25	33	26	15	9	4	0	286	314	600	396	343	739	4	197	504	22	16	4
11. Nebraska	31	33	20	30	25	11	7	3	0	0	231	272	593	312	220	532	5	102	425	10	3	29
12. New Mexico	4	7	5	19	3	3	2	0	0	1	83	85	168	130	97	227	0	71	153	3	9	11
13. North Dakota	7	0	11	13	16	10	7	1	0	0	61	98	159	95	84	179	0	14	158	4	4	16
14. Ohio	19	16	25	62	101	91	68	37	6	0	607	691	1,298	890	651	1,541	5	300	1,209	27	14	56
15. Oklahoma	22	14	12	25	23	23	8	6	1	0	212	217	429	334	198	532	1	152	361	16	26	18
16. South Dakota	14	20	19	12	7	5	0	1	1	0	123	120	243	147	101	248	0	31	203	0	5	5
17. West Virginia	5	1	7	12	13	30	33	31	19	10	189	251	440	174	216	390	1	102	369	5	4	5
18. Wisconsin	14	7	7	24	37	33	19	5	5	3	204	374	578	310	356	666	0	112	553	1	7	1
19. Wyoming	5	3	1	8	9	3	2	0	0	0	57	57	114	82	60	142	1	36	105	0	6	5
Dep. Schools	14	1	1	2	0	0	0	0	0	0	32	63	95	42	68	110	3	62	55	0	0	0
Totals: 1951	450	262	353	493	514	473	304	140	74	23	4,659	6,110	10,769	6,593	5,867	12,460	96	6,149	10,714	444	211	369
Totals: 1950	424	255	399	492	493	457	334	112	65	16	4,469	6,435	10,904	6,397	6,118	12,515	52	2,528	9,608	251	374	378
Totals: 1949	419	283	377	440	481	473	316	144	55	19							62	2,642	10,175	400	499	
Totals: 1948	403	285	316	440	489	455	345	186	83	21							37	2,900	10,807	510	685	
Totals: 1947	396	290	353	401	463	486	354	167	83	31							51	3,367	12,370	595	656	
Totals: 1946	380	258	331	383	462	452	394	226	106	33							67	2,858	10,250	1,017	652	



States	Salaries of Superintendents (dollars)														Salaries of Principals (dollars)													
	Less than 2,500 to 2,500 2,500 3,000 3,000 3,500 4,000 4,500 5,000 5,500 6,000 6,500 7,000 7,500 or more														None 2,500 2,999 3,499 3,999 4,499 4,999 5,499 5,999 6,499 6,999 7,499 7,999 8,499 8,999 9,499 9,999 10,499 10,999 11,499 11,999 12,499 12,999 13,499 13,999 14,499 14,999 15,499 15,999 16,499 16,999 17,499 17,999 18,499 18,999 19,499 19,999 20,499 20,999 21,499 21,999 22,499 22,999 23,499 23,999 24,499 24,999 25,499 25,999 26,499 26,999 27,499 27,999 28,499 28,999 29,499 29,999 30,499 30,999 31,499 31,999 32,499 32,999 33,499 33,999 34,499 34,999 35,499 35,999 36,499 36,999 37,499 37,999 38,499 38,999 39,499 39,999 40,499 40,999 41,499 41,999 42,499 42,999 43,499 43,999 44,499 44,999 45,499 45,999 46,499 46,999 47,499 47,999 48,499 48,999 49,499 49,999 50,499 50,999 51,499 51,999 52,499 52,999 53,499 53,999 54,499 54,999 55,499 55,999 56,499 56,999 57,499 57,999 58,499 58,999 59,499 59,999 60,499 60,999 61,499 61,999 62,499 62,999 63,499 63,999 64,499 64,999 65,499 65,999 66,499 66,999 67,499 67,999 68,499 68,999 69,499 69,999 70,499 70,999 71,499 71,999 72,499 72,999 73,499 73,999 74,499 74,999 75,499 75,999 76,499 76,999 77,499 77,999 78,499 78,999 79,499 79,999 80,499 80,999 81,499 81,999 82,499 82,999 83,499 83,999 84,499 84,999 85,499 85,999 86,499 86,999 87,499 87,999 88,499 88,999 89,499 89,999 90,499 90,999 91,499 91,999 92,499 92,999 93,499 93,999 94,499 94,999 95,499 95,999 96,499 96,999 97,499 97,999 98,499 98,999 99,499 99,999 100,499 100,999 101,499 101,999 102,499 102,999 103,499 103,999 104,499 104,999 105,499 105,999 106,499 106,999 107,499 107,999 108,499 108,999 109,499 109,999 110,499 110,999 111,499 111,999 112,499 112,999 113,499 113,999 114,499 114,999 115,499 115,999 116,499 116,999 117,499 117,999 118,499 118,999 119,499 119,999 120,499 120,999 121,499 121,999 122,499 122,999 123,499 123,999 124,499 124,999 125,499 125,999 126,499 126,999 127,499 127,999 128,499 128,999 129,499 129,999 130,499 130,999 131,499 131,999 132,499 132,999 133,499 133,999 134,499 134,999 135,499 135,999 136,499 136,999 137,499 137,999 138,499 138,999 139,499 139,999 140,499 140,999 141,499 141,999 142,499 142,999 143,499 143,999 144,499 144,999 145,499 145,999 146,499 146,999 147,499 147,999 148,499 148,999 149,499 149,999 150,499 150,999 151,499 151,999 152,499 152,999 153,499 153,999 154,499 154,999 155,499 155,999 156,499 156,999 157,499 157,999 158,499 158,999 159,499 159,999 160,499 160,999 161,499 161,999 162,499 162,999 163,499 163,999 164,499 164,999 165,499 165,999 166,499 166,999 167,499 167,999 168,499 168,999 169,499 169,999 170,499 170,999 171,499 171,999 172,499 172,999 173,499 173,999 174,499 174,999 175,499 175,999 176,499 176,999 177,499 177,999 178,499 178,999 179,499 179,999 180,499 180,999 181,499 181,999 182,499 182,999 183,499 183,999 184,499 184,999 185,499 185,999 186,499 186,999 187,499 187,999 188,499 188,999 189,499 189,999 190,499 190,999 191,499 191,999 192,499 192,999 193,499 193,999 194,499 194,999 195,499 195,999 196,499 196,999 197,499 197,999 198,499 198,999 199,499 199,999 200,499 200,999 201,499 201,999 202,499 202,999 203,499 203,999 204,499 204,999 205,499 205,999 206,499 206,999 207,499 207,999 208,499 208,999 209,499 209,999 210,499 210,999 211,499 211,999 212,499 212,999 213,499 213,999 214,499 214,999 215,499 215,999 216,499 216,999 217,499 217,999 218,499 218,999 219,499 219,999 220,499 220,999 221,499 221,999 222,499 222,999 223,499 223,999 224,499 224,999 225,499 225,999 226,499 226,999 227,499 227,999 228,499 228,999 229,499 229,999 230,499 230,999 231,499 231,999 232,499 232,999 233,499 233,999 234,499 234,999 235,499 235,999 236,499 236,999 237,499 237,999 238,499 238,999 239,499 239,999 240,499 240,999 241,499 241,999 242,499 242,999 243,499 243,999 244,499 244,999 245,499 245,999 246,499 246,999 247,499 247,999 248,499 248,999 249,499 249,999 250,499 250,999 251,499 251,999 252,499 252,999 253,499 253,999 254,499 254,999 255,499 255,999 256,499 256,999 257,499 257,999 258,499 258,999 259,499 259,999 260,499 260,999 261,499 261,999 262,499 262,999 263,499 263,999 264,499 264,999 265,499 265,999 266,499 266,999 267,499 267,999 268,499 268,999 269,499 269,999 270,499 270,999 271,499 271,999 272,499 272,999 273,499 273,999 274,499 274,999 275,499 275,999 276,499 276,999 277,499 277,999 278,499 278,999 279,499 279,999 280,499 280,999 281,499 281,999 282,499 282,999 283,499 283,999 284,499 284,999 285,499 285,999 286,499 286,999 287,499 287,999 288,499 288,999 289,499 289,999 290,499 290,999 291,499 291,999 292,499 292,999 293,499 293,999 294,499 294,999 295,499 295,999 296,499 296,999 297,499 297,999 298,499 298,999 299,499 299,999 300,499 300,999 301,499 301,999 302,499 302,999 303,499 303,999 304,499 304,999 305,499 305,999 306,499 306,999 307,499 307,999 308,499 308,999 309,499 309,999 310,499 310,999 311,499 311,999 312,499 312,999 313,499 313,999 314,499 314,999 315,499 315,999 316,499 316,999 317,499 317,999 318,499 318,999 319,499 319,999 320,499 320,999 321,499 321,999 322,499 322,999 323,499 323,999 324,499 324,999 325,499 325,999 326,499 326,999 327,499 327,999 328,499 328,999 329,499 329,999 330,499 330,999 331,499 331,999 332,499 332,999 333,499 333,999 334,499 334,999 335,499 335,999 336,499 336,999 337,499 337,999 338,499 338,999 339,499 339,999 340,499 340,999 341,499 341,999 342,499 342,999 343,499 343,999 344,499 344,999 345,499 345,999 346,499 346,999 347,499 347,999 348,499 348,999 349,499 349,999 350,499 350,999 351,499 351,999 352,499 352,999 353,499 353,999 354,499 354,999 355,499 355,999 356,499 356,999 357,499 357,999 358,499 358,999 359,499 359,999 360,499 360,999 361,499 361,999 362,499 362,999 363,499 363,999 364,499 364,999 365,499 365,999 366,499 366,999 367,499 367,999 368,499 368,999 369,499 369,999 370,499 370,999 371,499 371,999 372,499 372,999 373,499 373,999 374,499 374,999 375,499 375,999 376,499 376,999 377,499 377,999 378,499 378,999 379,499 379,999 380,499 380,999 381,499 381,999 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\* Salaries not recorded under above distribution.

States	Salaries of Full Time Male Staff Members (dollars)																			Total
	None	Less than 2,000	2,000 to 2,199	2,200 to 2,399	2,400 to 2,599	2,600 to 2,799	2,800 to 2,999	3,000 to 3,199	3,200 to 3,399	3,400 to 3,599	3,600 to 3,799	3,800 to 3,999	4,000 to 4,199	4,200 to 4,399	4,400 to 4,599	4,600 to 4,799	4,800 to 4,999	5,000 to more		
1. Arizona	0	0	0	0	1	10	35	52	53	47	75	72	42	74	46	45	30	60	642	
2. Arkansas	1	65	71	44	55	64	33	79	43	41	60	18	8	5	6	1	2	1	597	
3. Colorado	19	3	12	29	92	106	129	149	109	70	52	34	21	11	42	59	4	1	942	
4. Illinois	434	144	10	24	83	216	273	466	358	398	409	377	382	326	335	277	170	1,290	5,972	
5. Indiana	20	0	0	0	26	121	150	156	141	177	205	249	262	203	158	231	150	301	2,550	
6. Iowa	18	36	1	2	17	79	125	197	210	220	190	163	167	115	73	26	9	17	1,665	
7. Kansas	8	3	6	0	29	78	147	232	289	270	243	186	129	77	18	3	1	5	1,724	
8. Michigan	20	1	2	2	40	141	261	297	277	327	270	319	338	292	215	151	169	680	3,802	
9. Minnesota	28	0	1	0	42	61	84	90	100	120	171	176	147	137	160	46	30	16	1,408	
10. Missouri	173	12	20	54	161	155	157	164	120	119	95	62	46	32	154	23	5	4	1,556	
11. Nebraska	15	6	0	2	37	92	117	150	170	95	99	129	73	8	3	1	0	1	998	
12. New Mexico	0	0	0	0	0	26	36	49	65	54	67	47	59	39	24	18	5	9	498	
13. North Dakota	11	1	1	0	4	22	27	57	66	65	38	30	27	17	4	2	1	1	374	
14. Ohio	128	4	37	130	310	420	438	492	496	393	410	415	488	343	293	149	246	41	5,233	
15. Oklahoma	11	3	10	32	124	142	144	134	105	87	84	104	71	63	35	25	11	13	1,198	
15. South Dakota	0	0	0	0	16	57	82	74	80	60	76	32	22	12	5	4	2	0	522	
17. West Virginia	4	156	108	127	188	160	244	143	146	59	55	35	22	15	8	4	2	4	1,480	
18. Wisconsin	103	13	2	6	28	75	145	208	199	189	195	169	236	188	210	165	68	40	2,239	
19. Wyoming	0	0	0	0	3	27	30	34	37	29	32	33	28	14	7	4	0	2	280	
Dep. Schools	0	10	0	0	0	0	0	0	0	0	0	28	6	11	0	2	1	3	61	
Totals: 1951	993	457	281	452	1,256	2,052	2,617	3,223	3,064	2,810	2,826	2,678	2,574	1,982	1,796	1,236	906	2,489	33,741	
Totals: 1950	837	399	302	512	1,203	1,944	2,421	3,181	2,956	2,841	2,877	2,413	2,226	1,687	1,581	898	1,066	1,882	30,970	
Totals: 1949	732	344	308	532	1,326	2,129	2,570	3,330	3,310	2,843	2,832	2,257	1,741	1,128	1,225	986	1,099	674	29,467	
Totals: 1948	755	314	435	846	1,875	2,507	3,128	17,768*											27,628	
Totals: 1947		1,966	1,599	2,191	3,108	3,430	2,843	7,803*											23,130	
Totals: 1946		2,523	1,810	2,213	3,162	2,843	1,988	5,371*											19,910	

\* For 1948 and prior years this bracket read "3,000 or more."



States	Salaries of Full Time Female Staff Members (dollars)																			Total
	None	Less than 2,000	2,000 to 2,199	2,200 to 2,399	2,400 to 2,599	2,600 to 2,799	2,800 to 2,999	3,000 to 3,199	3,200 to 3,399	3,400 to 3,599	3,600 to 3,799	3,800 to 3,999	4,000 to 4,199	4,200 to 4,399	4,400 to 4,599	4,600 to 4,799	4,800 to 4,999	5,000 or more		
1. Arizona	0	0	0	0	2	18	30	36	32	33	23	44	35	60	44	42	24	60	483	
2. Arkansas	29	295	183	108	106	94	36	62	9	11	3	3	0	0	0	0	0	0	939	
3. Colorado	60	31	12	44	131	153	134	91	66	40	35	6	14	16	54	51	7	0	945	
4. Illinois	793	324	35	61	264	444	434	631	393	332	331	306	393	271	279	213	127	2,091	7,622	
5. Indiana	21	1	6	1	41	131	151	171	171	154	148	233	243	161	156	263	102	241	2,395	
6. Iowa	107	27	2	18	78	305	303	205	173	105	82	69	89	42	38	15	2	0	1,660	
7. Kansas	61	63	11	30	181	335	353	251	121	39	35	79	17	4	0	0	0	0	1,580	
8. Michigan	167	43	9	10	154	326	295	360	284	233	205	182	229	298	170	107	183	600	3,855	
9. Minnesota	197	18	8	6	87	105	113	159	126	111	126	134	94	120	147	50	0	0	1,602	
10. Missouri	201	109	112	199	313	206	129	88	92	53	54	35	40	26	265	23	0	0	1,945	
11. Nebraska	44	26	5	14	138	251	217	101	31	20	33	127	77	1	0	0	0	0	1,085	
12. New Mexico	7	0	0	0	0	30	38	56	50	72	58	56	22	24	29	2	3	0	447	
13. North Dakota	29	1	1	3	18	92	79	61	18	16	2	3	2	0	0	0	0	0	325	
14. Ohio	335	28	110	241	449	418	462	459	390	283	254	290	386	376	403	78	189	12	5,163	
15. Oklahoma	3	19	47	173	246	261	205	112	81	67	125	66	15	4	6	1	0	1	1,432	
16. South Dakota	12	8	0	3	41	91	115	64	29	27	12	2	0	0	0	0	0	0	404	
17. West Virginia	2	157	193	181	347	298	295	171	169	25	16	8	4	4	3	1	0	0	1,874	
18. Wisconsin	204	67	3	10	104	225	205	178	153	124	160	137	116	73	148	143	48	13	2,201	
19. Wyoming	1	8	0	1	6	21	53	38	37	27	22	11	8	1	1	0	9	7	251	
Dep. Schools	0	17	0	0	0	2	0	0	0	0	0	83	8	0	7	2	1	0	120	
Totals: 1951	2,273	1,242	737	1,103	2,796	3,806	3,647	3,294	2,425	1,772	1,714	1,874	1,702	1,481	1,750	991	695	3,025	36,327	
Totals: 1950	1,617	1,149	869	1,185	3,072	4,145	3,850	3,267	2,355	1,735	1,813	1,806	1,671	1,362	1,658	881	972	2,430	36,096	
Totals: 1949	1,530	1,587	1,442	1,936	4,144	4,695	3,771	2,745	2,162	1,872	1,894	1,508	1,526	888	1,190	1,264	1,805	361	36,320	
Totals: 1948	1,722	2,271	2,218	3,717	5,331	4,997	3,041	14,397*											36,394	
Totals: 1947	0	8,715	5,330	3,966	2,742	2,230	1,808	7,116*											31,907	
Totals: 1946	0	14,686	5,080	3,027	2,276	2,122	1,250	5,941*											34,382	

\* For 1948 and prior years this bracket read "3,000 or more."

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    8. Better Colleges, Better Teachers—Macmillan Company, 60 Fifth Avenue, New York 11 New York.
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- III. Publications of the Commission on Secondary Schools. Distributed free to members of the Commission and member schools
  - A. *Policies, Regulations, and Criteria for the Approval of Secondary Schools*
  - B. *Handbook for State Chairmen and Reviewing Committees*
- IV. Publications of the Commission on Colleges and Universities. Available from the Office of the Secretary, Commission on Colleges and Universities, North Central Association, 5835 Kimbark Avenue, Chicago 37, Illinois.
  - A. *Revised Manual of Accrediting*, July, 1941. \$2.00 (unbound)
  - B. *Home Economics in Liberal Arts Colleges*, by CLARA M. BROWN. Published 1943, under joint sponsorship with the American Home Economics Association. \$1.00
  - C. Reprints from the NORTH CENTRAL ASSOCIATION QUARTERLY and other pamphlets available in limited numbers, free of charge
    1. "Statement of Policy Relative to the Accrediting of Higher Institutions, Operation of the Accrediting Procedure," July 1, 1941

<sup>1</sup> Unless otherwise indicated, address communications to the Secretary, North Central Association of Colleges and Secondary Schools, Charles W. Boardman, College of Education, University of Minnesota, Minneapolis.



2. Annual list of institutions of higher education accredited by the Commission on Colleges and Universities
  3. "Principles of Freedom in Teaching and Research." An extract from *The Evaluation of Higher Institutions*, Vol. II. *The Faculty*
  4. "Report of the Committee on Physical Education and Athletics," June, 1933
  5. "Conditions Surrounding the Offering of the Master's Degree," by E. B. STOUTER, October, 1937
  6. "Professional Education in Physical Education," by D. OBERTEUFFER, April, 1940
  7. "Nursing Education in Higher Institutions of the North Central Association," by LUCILE PETRY, April, 1941
  8. "Survey of Music Education in the North Central Association," by ALBERT RIEMENSCHNEIDER, October, 1941
  9. "The Institutional Purposes of Seventy-five North Central Colleges," by MELVIN W. HYDE and EMIL LEFFLER, January, 1942
  10. "The Offerings and Facilities in the Natural Sciences in the Liberal Arts Colleges," by ANTON J. CARLSON, October, 1943
  11. "Report of the Committee on Postwar Education," April, 1946
  12. "Faculty Status in Member Colleges and Universities of the North Central Association of Colleges and Secondary Schools, 1945-46," by JOHN H. RUSSEL and NORMAN BURNS, April, 1948
- V. Publications jointly sponsored by the North Central Association and other educational organizations or agencies
- A. *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Published in 1944, in cooperation with the American Council on Education and eighteen other accrediting and standardizing educational associations. Order from the American Council on Education, 744 Jackson Place, Washington 6, D. C. \$5.00.
- B. Publications of Cooperative Study of Secondary School Standards. Available from 744 Jackson Place, Washington, D. C.
1. *How to Evaluate a Secondary School* (1940 Edition), paper, \$1.10
  2. *Evaluative Criteria* (1950 Edition), paper \$2.50; set of separate sections \$2.50 each
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- VI. *A History of the North Central Association*, by CALVIN O. DAVIS, 1945. Pp. xvii+286, \$2.00 plus postage.
- VII. "Know Your North Central Association."













